

# 1999 Cadet Survey Findings



**Dr. Bert Huggins**  
**Operations and Evaluation**  
**11 March 2000**

# Table of Contents:

<u>Area</u>	<u>Page Number</u>
<b>Executive Summary</b>	3
<b>Research Summary</b>	11
<b>Study Method</b>	14
<b>Demographics</b>	16
<b>Scholarships</b>	25
<b>Advertising and Marketing</b>	34
<b>Influences on ROTC Participation</b>	37
<b>General Emotive Response to ROTC Experience</b>	46
<b>General Opinions About Army and ROTC</b>	54
<b>General Opinions About Army ROTC Cadre</b>	59
<b>Cadet View of ROTC Instruction</b>	68
<b>Retention</b>	74
<b>Cadet Finances</b>	86
<b>Deployments and Other Factors</b>	93
<b>Research Summary</b>	99
<b>Research Recommendations Summary</b>	102

# Executive Summary

## ✓Demographics:

- 1342 MS1s, MS2s, MS3s, MS4s and MS5/6/Completion Cadets completed the survey.
- Cadet demography showed that cadets overwhelming have family members in the military with just 120 cadets indicating that no one in the family served in the military.
- Most of the family members were prior generation (father, grandfather, and uncle).
- 77 percent of cadets started in Freshman year.
- 35 percent of cadets believe it will take longer than 4 years to graduate.

## ✓Scholarships:

- Most cadets applied for a scholarship; 47 percent of cadets surveyed got one.
- MS1 cadets with scholarship not as certain of continuing ROTC as MS2 and MS3 cadets.
- 37 percent of MS2 cadets without a scholarship will not continue ROTC.
- The majority of cadets say that ROTC is important for both staying in school and ROTC.
- Scholarship impact on retention increases with MS level.

## **Executive Summary Continued**

### **✓Advertising and Marketing:**

- **70 percent of MS1 cadets saw some form of ROTC advertising before enrolling; MS4s reported 80 percent.**
- **MS1s reported seeing advertising in High School Counselor's Office; MS2, 3s, and 4s reported on-campus advertising and magazines as first place they had seen advertising.**
- **MS1s who plan to commission indicate magazines as the place they saw advertising.**
- **Source of advertising contact not critical.**
- **Must influence student at or before junior year of high school to draw cadets who are willing to stay to commission.**

### **✓Influences on the Decision to Enroll:**

- **Why the cadet enrolled in ROTC.**
  - **Option to be an Army officer**
  - **Always wanted to be an Army officer**
  - **Leadership Skills**
  - **Scholarship**
  - **ROTC is exciting**
- **Parents the most influential in enrollment decision (MS1, 2 and 4). Cadre most influential among MS2 with parents second.**

## **Executive Summary Continued**

- **Cadets who said recruiters or friends influenced enrollment will not commission.**
- **The earlier the decision to participate (Junior Year of HS or before) the more likely to contract and commission.**
- ✓ **Cadet Attitudes About ROTC:**
  - **MS1, MS2 and MS4 cadets enthusiastic about ROTC, considering it interesting, exciting, challenging, valuable and enjoyable. MS3 cadets drop off in all categories except valuable.**
  - **MS3 and MS4 cadet more frequently note negative aspects particularly indicating that ROTC was wasting time.**
  - **Positive attributes of ROTC outweigh negative for cadets, with some notable drop-off during MS3 Year.**
  - **Source of advertising contact not as critical as timing (early better).**
  - **Must influence student at or before junior year of high school to draw cadets who are willing to stay to commission.**
- ✓ **Opinions about Army and Army ROTC:**
  - **Cadets agree that the Army provides legitimate career opportunities especially MS1 and MS2 cadets.**
  - **Agreement that the Army ROTC prepares well for Army career opportunities especially among MS1 and MS2 cadets.**

## Executive Summary Continued

- General agreement that the Army helps in future careers, especially among MS1 and MS2 cadets.
- Conflict between lower division and upper division on whether ROTC helps with other courses. MS1 and MS2 say yes, MS3s and MS4s disagree.
- ✓ General Opinions of ROTC Cadre:
  - The higher the MS level, the greater the likelihood of finding a role model.
  - Cadre communication skills rated high by MS1 and 2.
  - Overall opinion of cadre very high.
  - Negative comments included not helpful in other courses (18%).
  - MS3s and MS4s were much less likely to say that the cadre influenced them to stay in ROTC.
  - Cadets generally did not see cadre as strongly helpful in their decision to enroll.
  - Cadets agreed that active duty instructors are better.
  - MS1s had little problem with having contracted instruction, however, MS2s, MS3s and MS4s expressed that it would make a difference in their continuing in ROTC if contracted or retired instructors were used.
- ✓ Cadet View of ROTC Instruction:
  - Cadets agree that ROTC is better than other courses (less agreement among MS3s).

## Executive Summary Continued

- 23 percent of all cadets find the coursework hard to follow.
- MS1s believe ROTC is only for those going into the military far more than subsequent MS levels.
- MS3s believe that ROTC requires too much time.
- Good use of course/program time is a concern of all cadets.

### ✓ Retention:

- About half of MS1s and MS2s plan to continue the next semester.
- 26 percent of cadets have not made up their mind one way or the other about commissioning.
- MS1s and MS2s attitudes about ROTC strongly affect decision to continue.
- MS2 cadets prediction to stay and contract are:
  - Twice as dependent upon liking the course as whether they received a scholarship.
  - Hands on training in classes is more important than scholarships.
  - Lecture instruction and working are strong distracters to contracting.
- Perceived indecisiveness of cadre a strong negative factor in retention for MS3s.
- MS1 cadets are strongly positively affected by:
  - Cadre Is a Role Model
  - Would Like to See Cadre After College
  - Got a Scholarship
  - ROTC Content Helps with Other Courses
  - Always Wanted to Be a Financial Officer

## **Executive Summary Continued**

- **MS1s negatively affected by:**
  - **Cadre Seem Unconcerned About Cadet**
  - **ROTC Is Dull**
  - **Classroom Time Is Wasted**
  - **Cadre Not Helpful in Other College Coursework**
  - **Cannot Respect Cadre**
  - **Enrolled to Find Out More About the Army**
- ✓ **Retention continued:**
  - **Retention to commission factors for MS1 through MS3 cadets:**
    - **Cadets who like classroom instruction as a means of learning are negative toward commissioning.**
    - **Cadets liking adventure training is a positive indicator of commissioning.**
    - **Cadre indecision exerts a negative influence on cadets' decisions to continue enrollment in Army ROTC.**
    - **Cadre can exert a positive influence on cadets.**
    - **Usefulness of ROTC to college skills, military and non-military career important.**
  - **MS1 through MS3 cadets beginning in Freshman year slightly more likely to commission.**
- ✓ **Cadet Finances:**
  - **MS1 and MS2 cadets rely on scholarships, parents, loans and grants.**
  - **Other scholarships pay for 27% of Non-scholarship MS1s and 20% of Non-scholarship MS2s college costs.**
  - **82% of cadets work.**



## **Executive Summary Continued**

- **64% of cadets work during the school year.**
- **Those who work during the school year average 20.8 hours per week.**
- **The more cadets rely upon loans and parents to pay for school, the less likely they will remain to commission.**
- **The more cadets rely on scholarships and stipends to finance their education, the more likely they will be to commission.**
- **All cadets responded strongly to increased stipend levels as inducement to remain until commissioning.**
- ✓ **Deployments and Other Factors Influencing Retention:**
  - **Cadets perceive that the number of deployments is going up.**
  - **MS3s and MS4s see a greater increase in deployments.**
  - **Deployment is not a significant factor for most cadets, however, 12% of MS1s, 13% of MS2s, 16% of MS3s and 23% of MS4s indicate that the number of deployments have a negative affect on their decision to commission.**
  - **Cadets are in agreement that the Army is not funded high enough for its mission; however, cadets whose home is nearby are less likely to commission.**

## **How the survey was conducted:**

- ✓ The schools selected to participate were notified electronically and by mail
- ✓ Cadets completed the survey on the Internet
- ✓ 1413 surveys were completed in April and May 1999; 1342 were valid (complete/non-duplicative with proper access code)
- ✓ Non-contracted cadets were not required to complete the survey, but highly encouraged.
- ✓ The survey included 550 non-contracted cadets and 792 contracted cadets
- ✓ Data was explored for each response, interaction of responses and relationships between responses and key issues of continuation and commissioning through ROTC

# Participating Schools and Number of Respondents

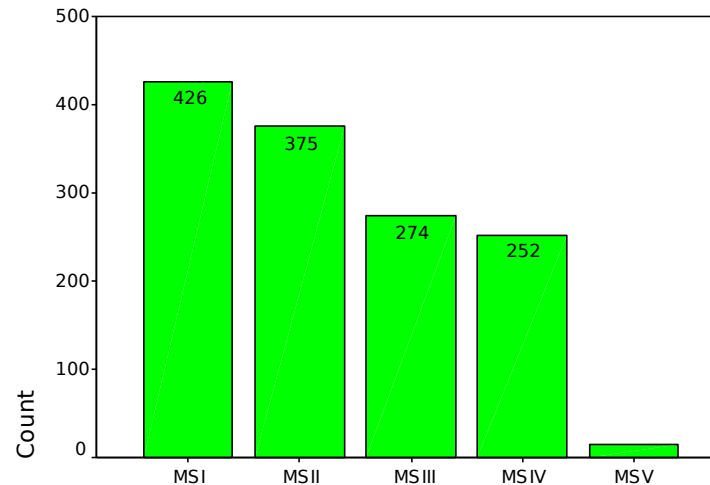
Mississippi State University  
Virginia Military Institute  
South Carolina State University  
Hampton University  
University of California, Los Angeles  
University of Arizona  
California State University - Fresno  
University of California - Santa Barbara  
San Diego State University  
Colorado State University  
Montana State University  
University of Texas - Pan American  
University of Texas - San Antonio  
Bowie State University  
University of Houston  
University of Texas - El Paso  
University of Michigan  
Grambling State University  
Duke University  
Alcorn State University  
Jackson State University  
Florida A & M University  
Prairie View A & M University  
Clarkson University  
Saint John's University  
Campbell University  
Pennsylvania State University  
University of South Carolina  
Marion Military Institute

**Schools Represent Every  
Type, Private and Public,  
SMCs, MJsCs, HSIs, and  
HBCUs**

Western Illinois University  
University of Colorado at Colorado Springs  
University of Illinois at Urbana-Champaign  
Fort Valley State University  
University of Eastern Kentucky  
Alabama A & M University  
The Ohio State University  
University of Arkansas at Pine Bluff  
Louisiana State University  
Southern University  
Virginia State University  
University of Cincinnati  
Old Dominion University  
Florida State University  
Truman State University  
Middle Tennessee State University  
Northern Arizona University  
Boise State University  
Iowa State University  
Texas A & M University - Kingsville  
Florida International University  
Georgia State University  
Auburn University  
Widener University  
Hofstra University  
Canisius University  
Northeastern University  
Marquette University  
University of Kentucky  
Missouri Western State College

## NUMBER OF RESPONDENTS

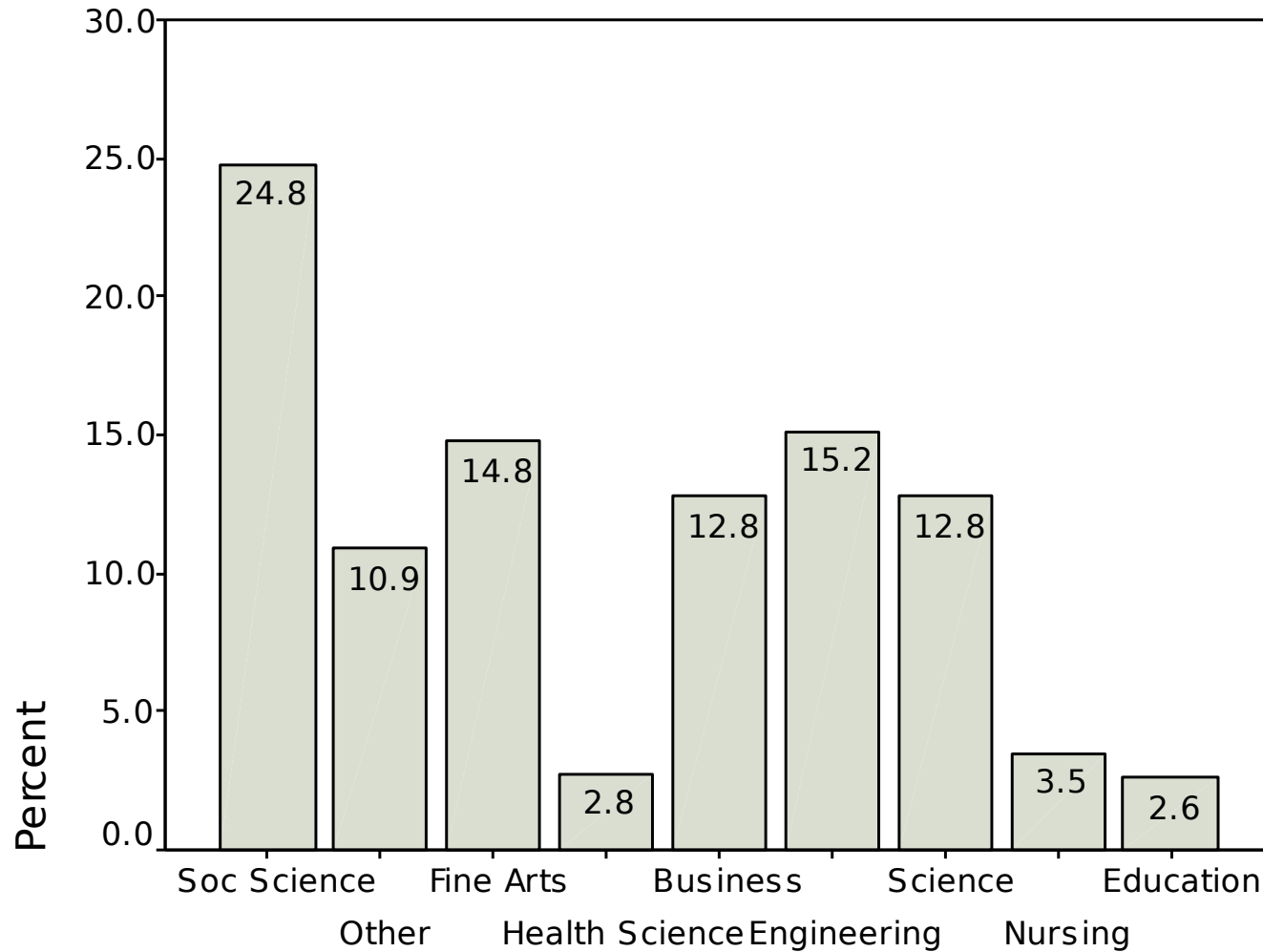
BY MS LEVEL



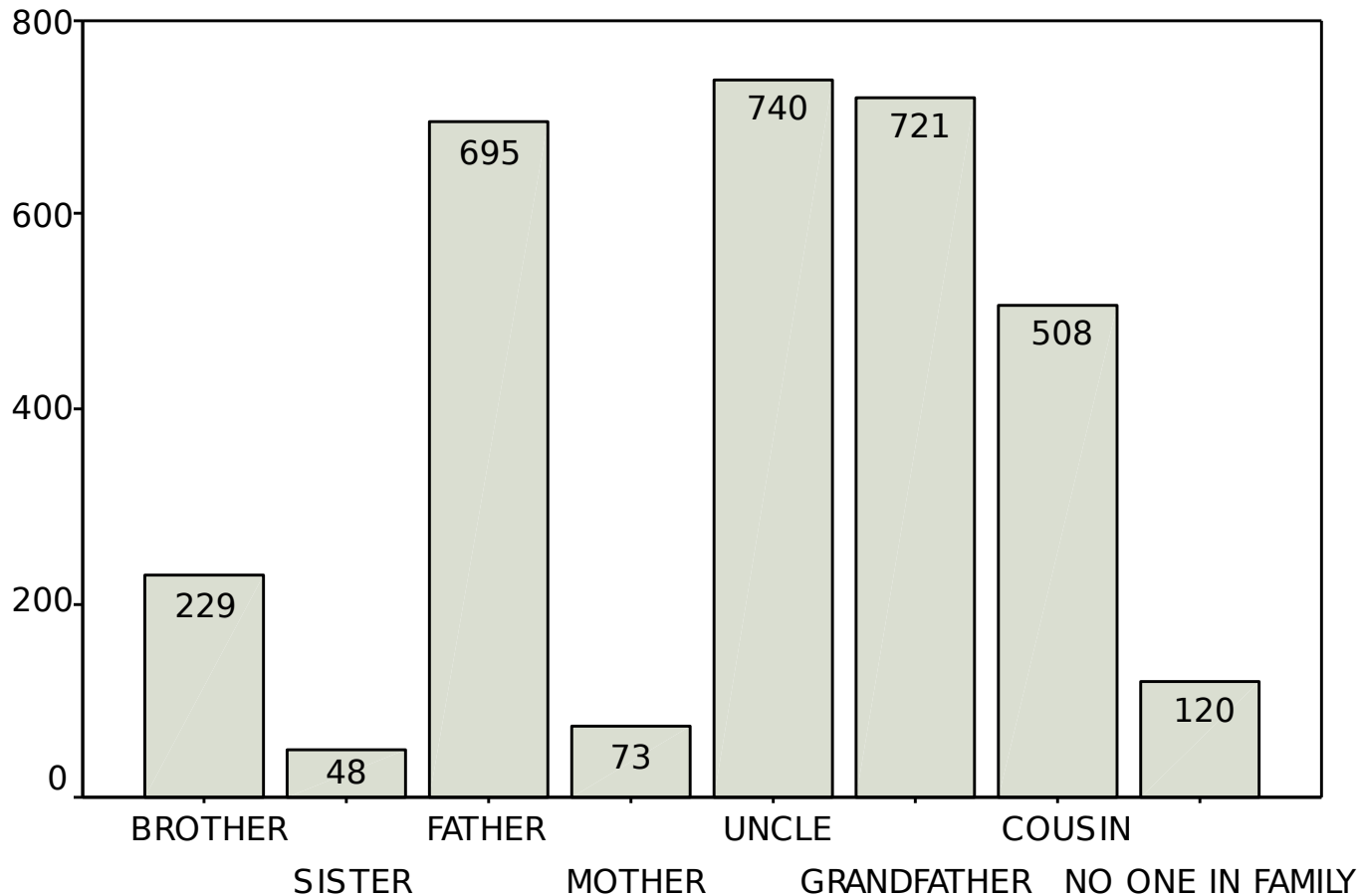
## **Demographics:**

- **Majors**
- **Relatives Served in Military**
- **When Started ROTC**
- **Projected Completion of Bachelor's Degree**
- **School Choice and ROTC**

## Cadets' Majors

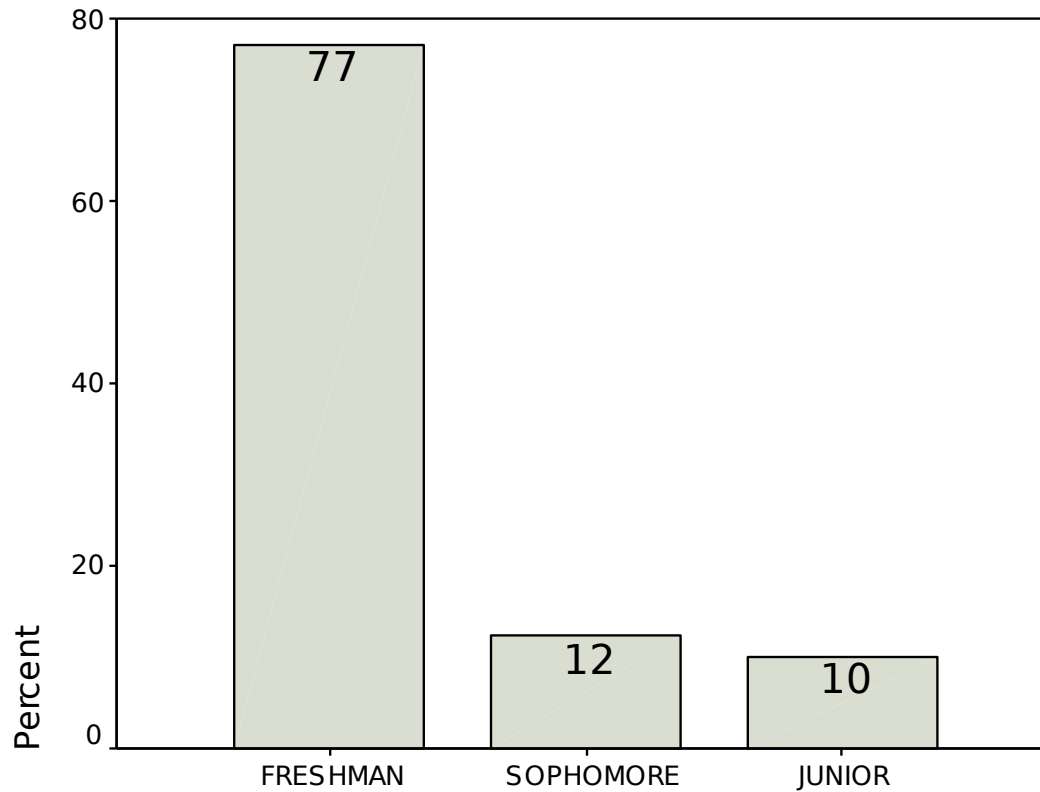


## RELATIVES WHO SERVED IN MILITARY



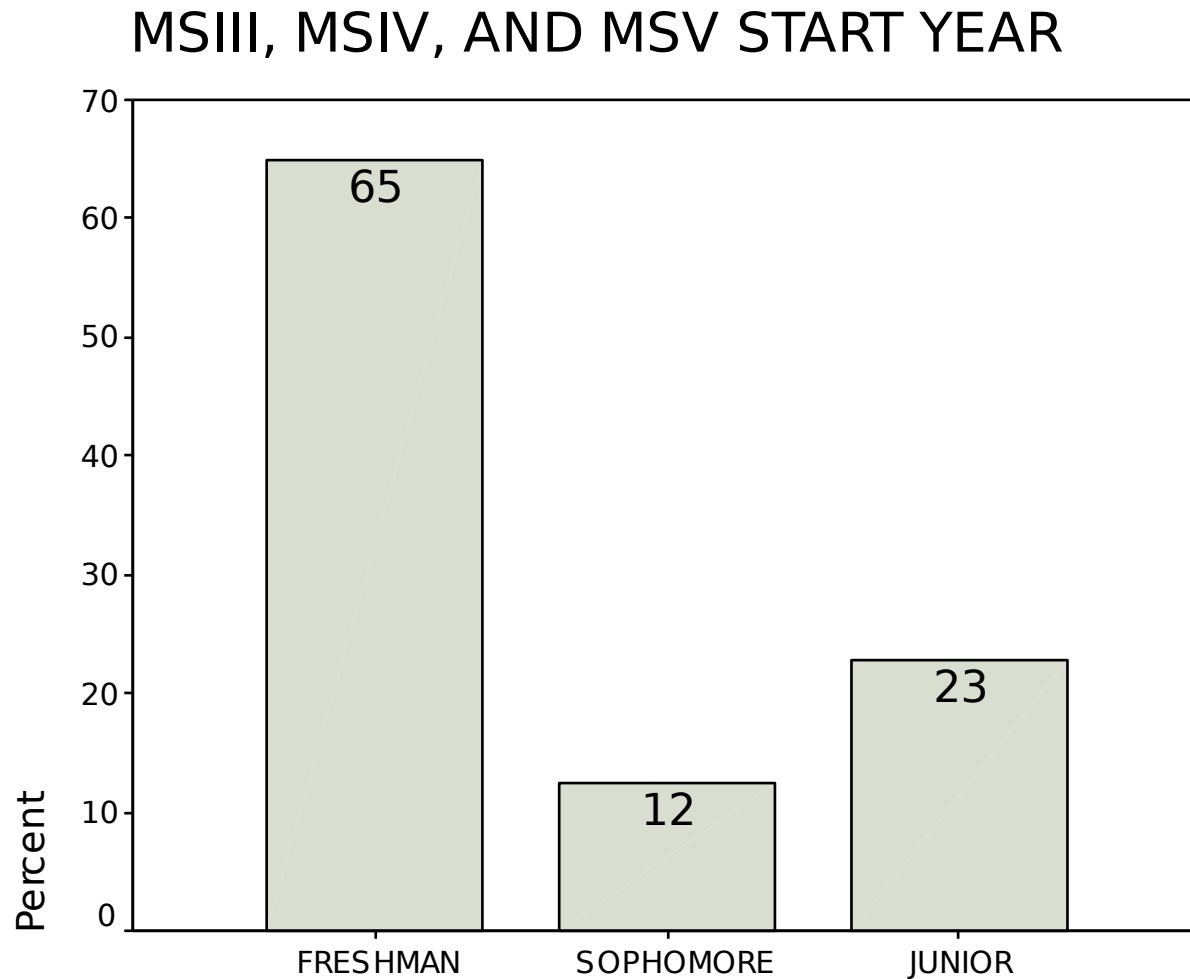
HIGH PERCENTAGE OF CADETS HAVE IMMEDIATE FAMILY WITH MILITARY EXPERIENCE

## WHEN CADETS STARTED PROGRAM



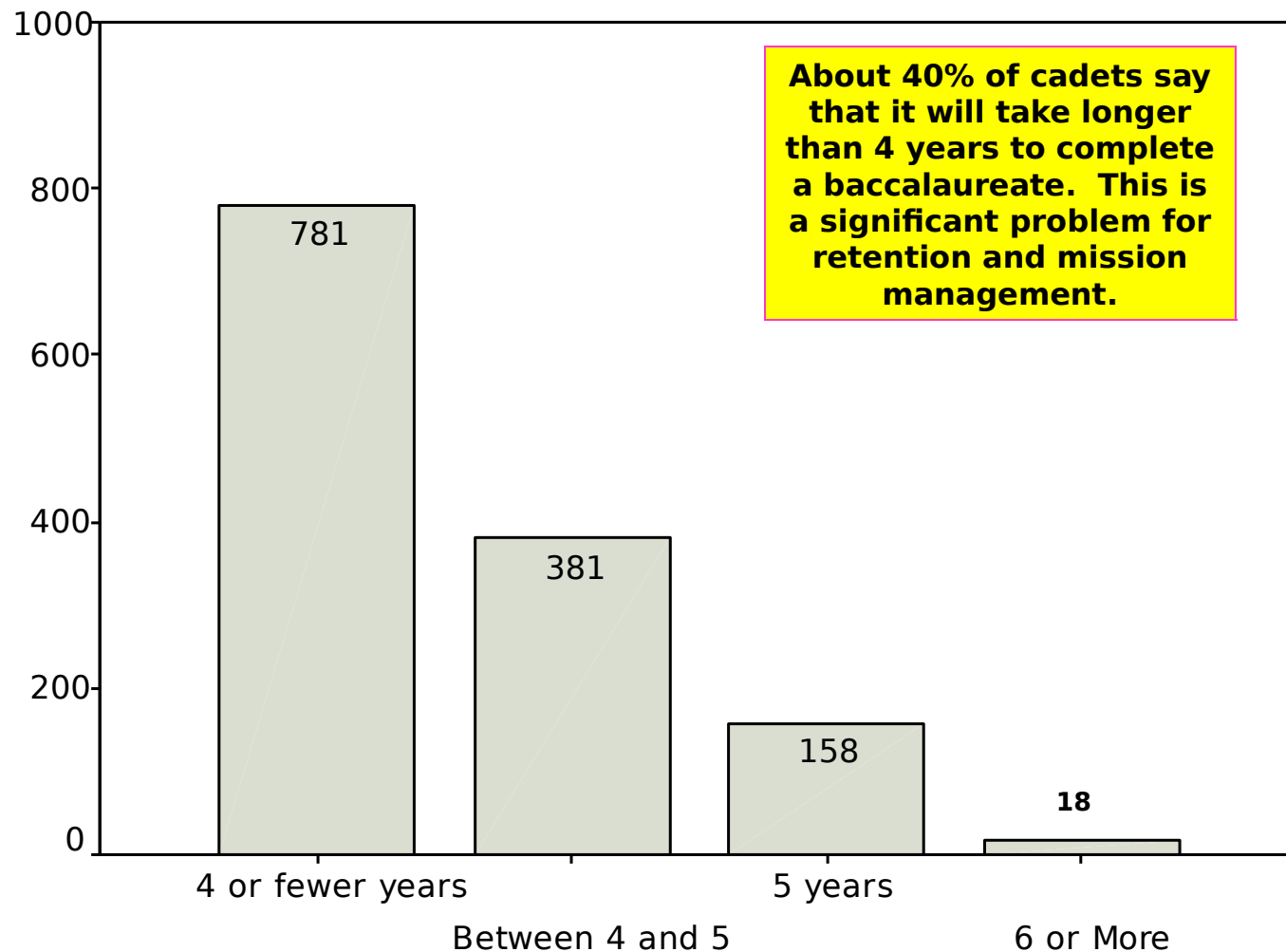
		WHEN STARTED ROTC		
		FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR
MS LEVEL	MSI	371	44	9
	MSII	314	55	3
	MSIII	169	39	66
	MSIV	171	28	53
	MSV	11		4

# Two-Thirds of Upper Classmen Started ROTC as Freshmen

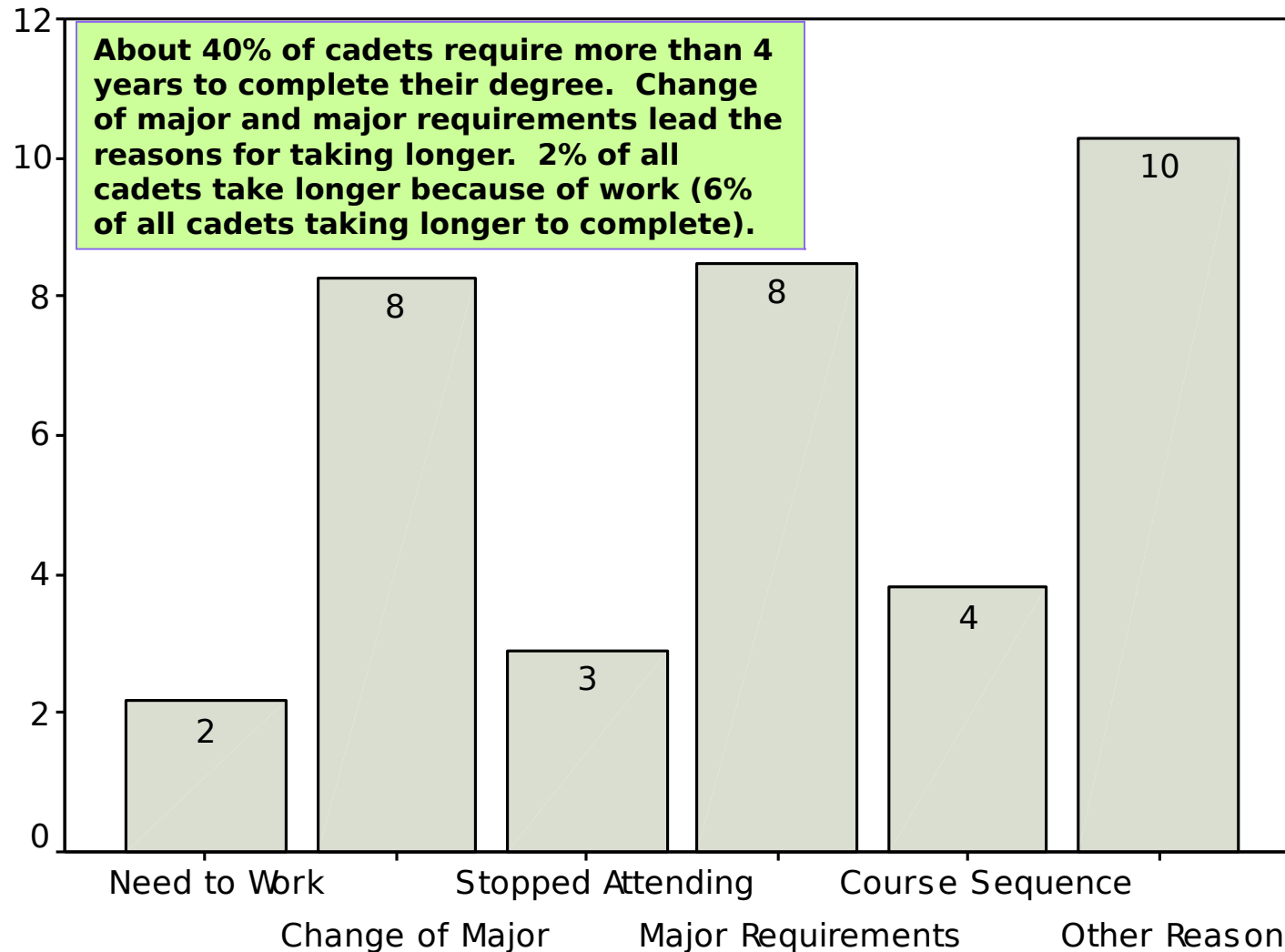




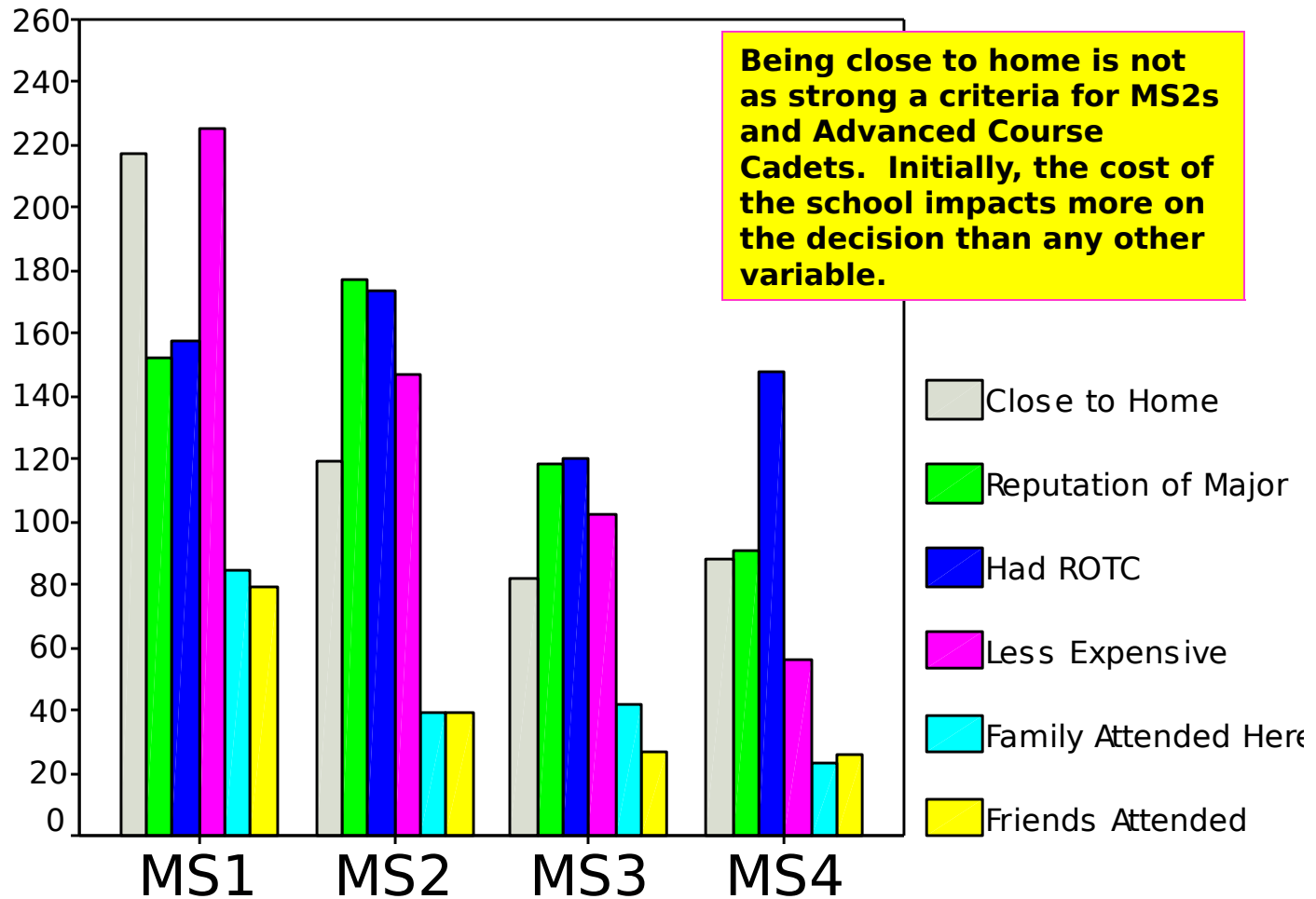
## Number of Years Projected to Baccalaureate



# Why It Will Take Longer to Graduate

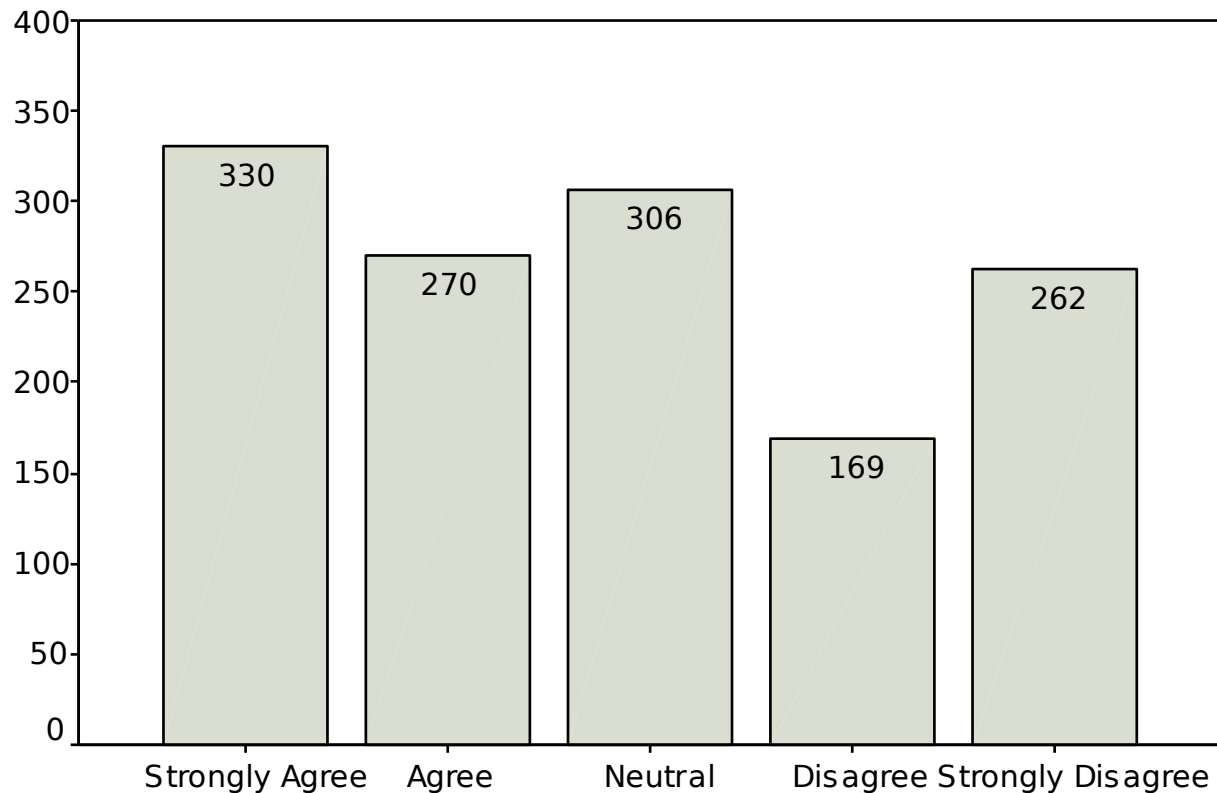


# Why Cadets Chose Their College



If School Did Not Have ROTC

Would Have Attended Another School

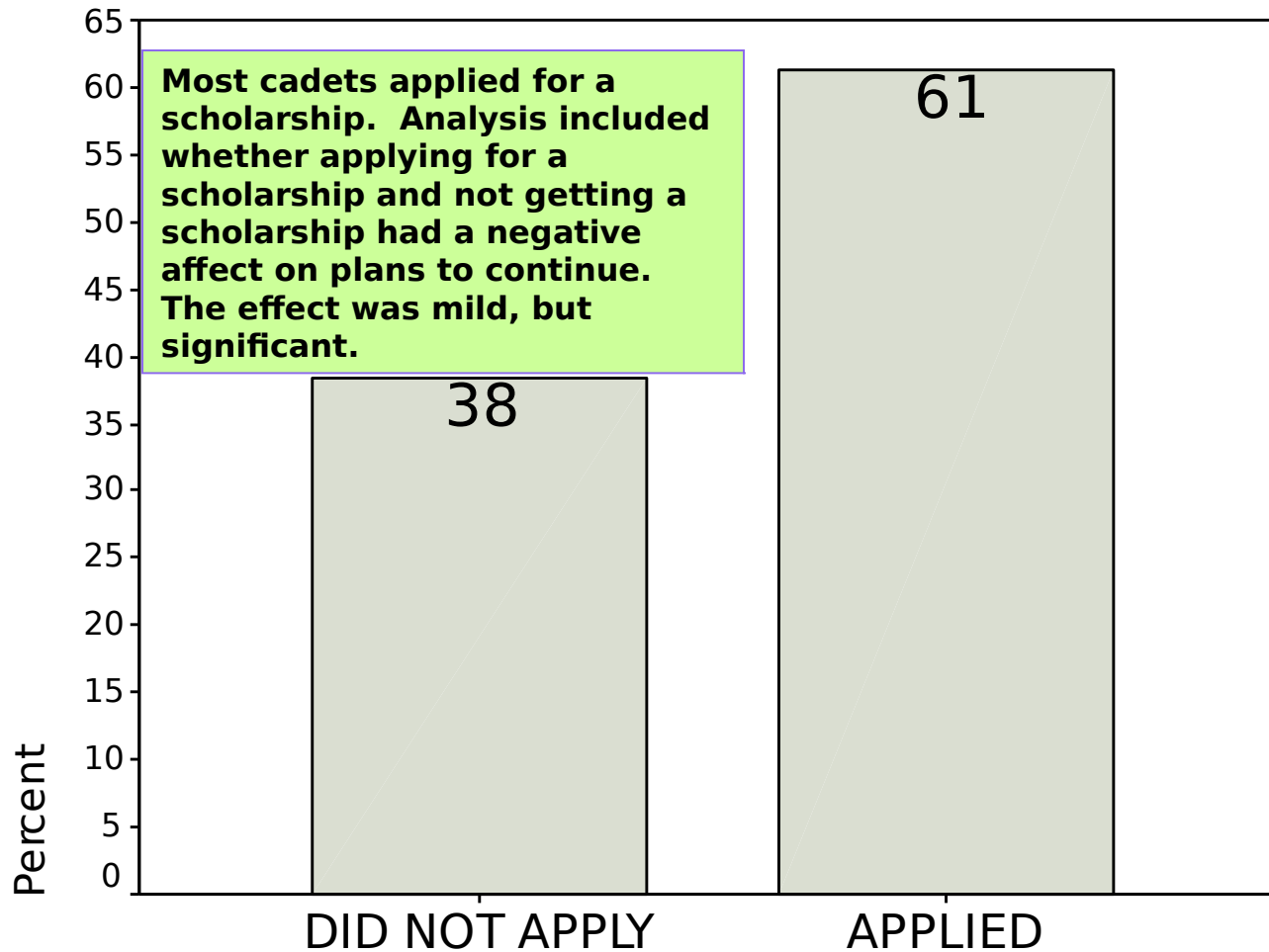


**Nearly 40% of cadets would not have chosen another school if theirs did not have ROTC. This argues for continued presence where ROTC is located since these cadets would not change their school choice to go somewhere else.**

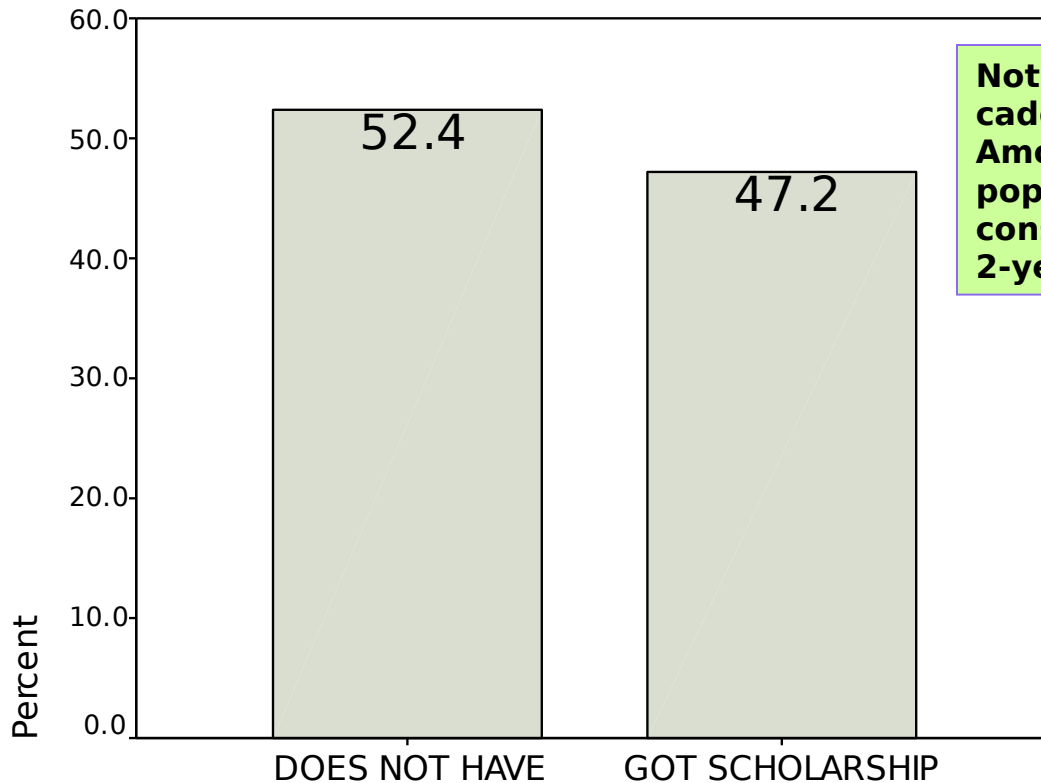
## **Scholarships:**

- **Number Applying for a Scholarship**
- **Number Awarded and Type**
- **Impact of Getting a Scholarship on Continu**
- **Importance of Scholarship to Remaining in**
- **Importance of Scholarship to Remaining in**

## 61% APPLIED FOR SCHOLARSHIP



## PERCENT WITH SCHOLARSHIPS



Not quite half of the cadets got a scholarship. Among the sample population, there was a considerable number of 2-year scholarships.

		TYPE OF SCHOLARSHIP				
		2-YEAR	3-YEAR	4-YEAR	OTHER	NON-SCHOLARSHIP
MS LEVEL	1	3	57	63	6	295
	2	3	79	29	14	247
	3	50	69	34		121
	4	104	67	45	3	33
	5	7	3	1		4

## act of Scholarship Award on Decision to Continue ROTC

MS LEVEL			Will Continue?	
			Will Not	Will
1	Applied for Scholarship	Got Scholarship	27	107
		Did Not Get Scholarship	12	92
2	Applied for Scholarship	Got Scholarship	3	111
		Did Not Get Scholarship	30	51
3	Applied for Scholarship	Got Scholarship	10	136
		Did Not Get Scholarship		22

There is little difference between MS1s who got a scholarship and those who didn't in their plans to continue. By the end of the MS2 year, this changes and those who did not get a 3-year or 2-year scholarship were far less likely to say that they would continue.

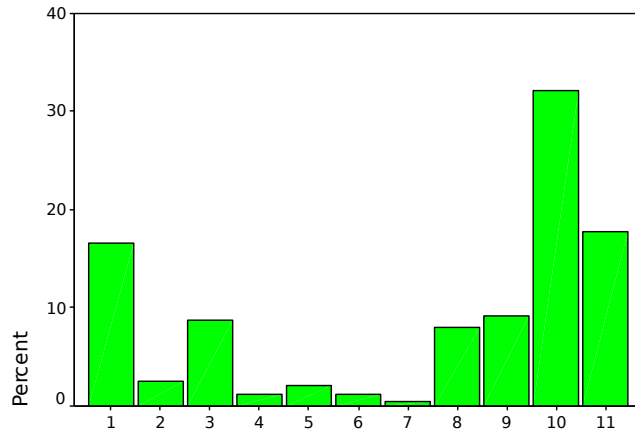
	Continue ROTC?	
	Will Not	Will
Did Not Apply for Scholarship	143	372

72% of those who did not apply for a scholarship were planning to continue. this compares to 86% of MS1s who applied for a scholarship planning to continue. There is a significant difference in plans to continue between cadets who have applied for a scholarship and those who do not.



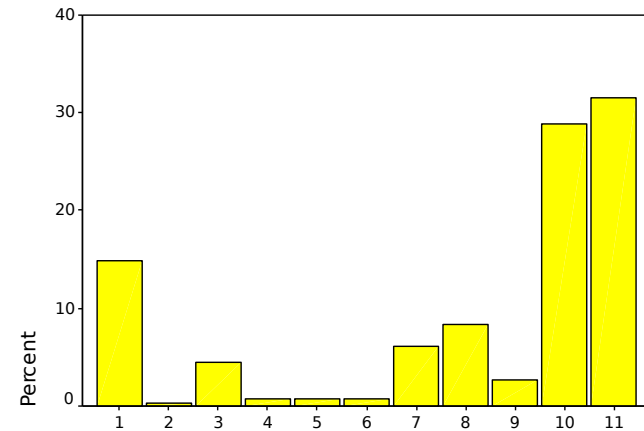
Importance of Scholarship to Stay in School

MSLEVEL: 1



Importance of Scholarship to Stay in School

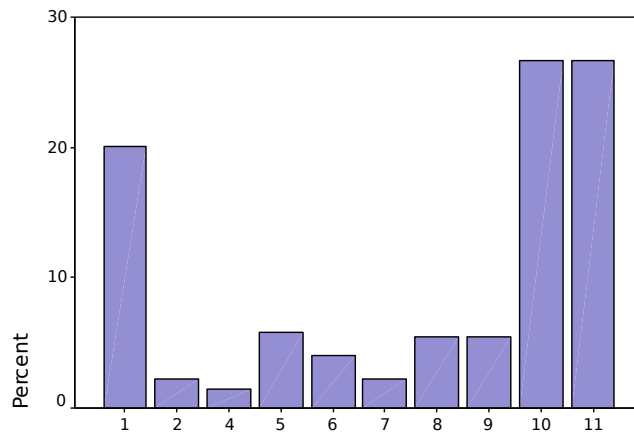
MSLEVEL: 2



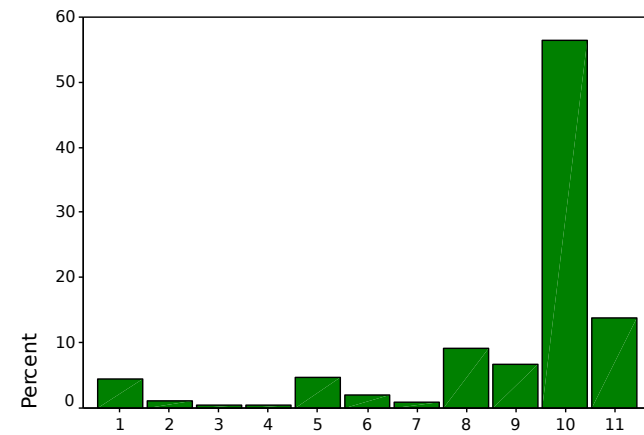
**Scholarship Important for Most Cadets; However, Some MS1-3 Cadets See Scholarship as Non-Critical to Staying in School**

ool

MSLEVEL: 3

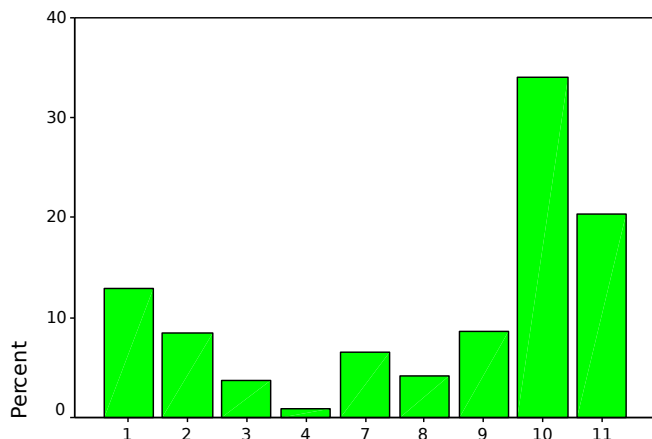


MSLEVEL: 4



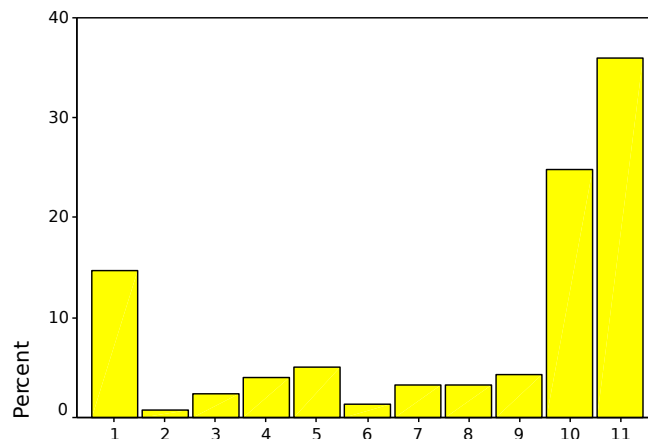
Importance of Scholarship to Remaining in ROTC

MSLEVEL: 1



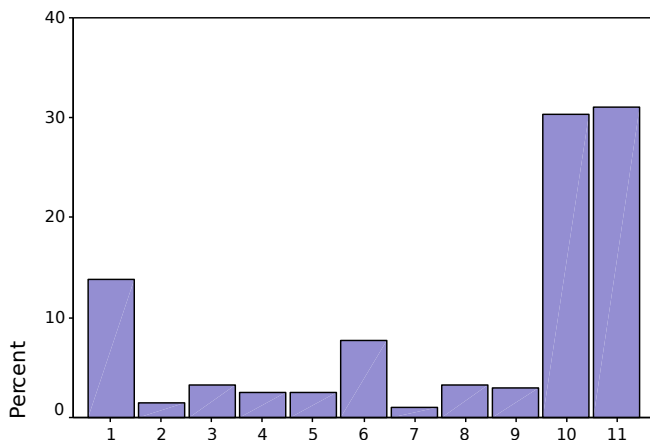
Importance of Scholarship to Remaining in ROTC

MSLEVEL: 2

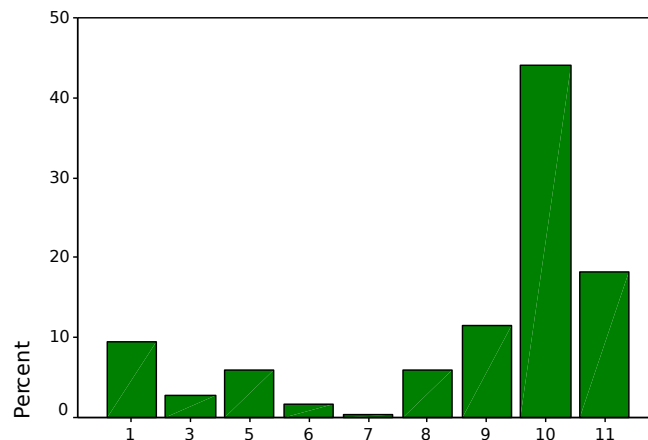


**Scholarship More Important for Most Cadets to Stay in ROTC; However, a Few MS1-3 Cadets See Scholarship as Non-Critical**

MSLEVEL: 3



MSLEVEL: 4



# Tests of significance of scholarship to continuing ROTC non-significant for MS1s; significant for MS2s and significant overall for all cadets

act of Scholarship Award on Decision to Continue ROTC

MS LEVEL			Will Continue?	
			Will Not or Unsure	Will
1	Applied for Scholarship	Got Scholarship	27	107
		Did Not Get Scholarship	12	92
2	Applied for Scholarship	Got Scholarship	3	111
		Did Not Get Scholarship	30	51

Those MS 1s that did not get a scholarship were not significantly more inclined to continue than those who did not.

By MS2 year, getting a scholarship becomes critical to decision to continue.

Note: Measure is of remaining enrolled, not commissioning.

## Declared Will Continue Next Semester

MS LEVEL		N	Minimum	Maximum	Mean	Std. Deviation
1	WILL CONTINUE	238	0	1	.84	.37
2	WILL CONTINUE	195	0	1	.83	.38
3	WILL CONTINUE	168	0	1	.94	.24

# No Statistically Significant Difference in Staying to Commission Between 2, 3 and 4 Year Scholarship Winners

Three and Four Year Scholarship Winners Are Only Marginally More Committed to Commissioning

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	<b>.109<sup>a</sup></b>	<b>.012</b>	<b>.001</b>	<b>.24</b>

a. Predictors: (Constant), FOURYEAR, THREYEAR, TWOYEAR

Significance value above .05 is considered insignificant. Note that all of the variables below are insignificant with the exception of the constant (unknown information).

## Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	<b>.925</b>	<b>.039</b>		<b>23.921</b>	<b>.000</b>
	TWO YEAR	<b>1.509E-02</b>	<b>.045</b>	<b>-.030</b>	<b>-.335</b>	<b>.738</b>
	THREE YEAR	<b>1.643E-02</b>	<b>.048</b>	<b>.084</b>	<b>.958</b>	<b>.339</b>
	FOUR YEAR	<b>3.152E-02</b>	<b>.053</b>	<b>.049</b>	<b>.596</b>	<b>.552</b>

a. Dependent Variable: WLLCOMM

## Staying Until Commissioning Among Those Who Applied for a Scholarship

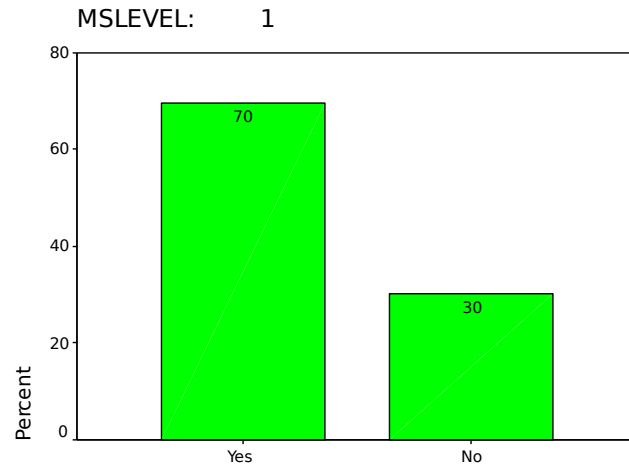
MS LEVEL			Will Stay Until Commission		
			Yes	No	Unsure
1	Applied for Scholarship	Got a Scholarship	75	5	54
		Did Not Get Scholarship	66		38
2	Applied for Scholarship	Got a Scholarship	96	3	15
		Did Not Get Scholarship	31	12	38
3	Applied for Scholarship	Got a Scholarship	123	3	20
		Did Not Get Scholarship	16		6
4	Applied for Scholarship	Got a Scholarship	195	2	11
		Did Not Get Scholarship	4		
5	Applied for Scholarship	Got a Scholarship	8		
		Did Not Get Scholarship	1		

- ✓ MS1s with a scholarship retain some doubts about their decision to remain until commissioning.
- ✓ MS2s with scholarships are more committed to ROTC commission. 39% non-scholarships will commission, 47% are unsure.
- ✓ MS3s with scholarships more committed to commission.
- ✓ MS3s without scholarships too small a number to compare to MS3 scholarship base; however, the number of unsure cadets drops to about 27%.
- ✓ MS4s and MS5s are nearly all scholarship cadets. No comparison

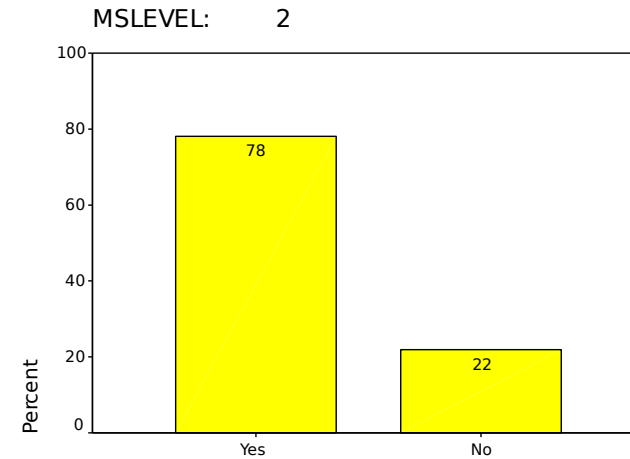
## **Advertising and Marketing:**

- When Cadet Saw Advertising
- Where Cadets Saw Advertising
- Sources of Advertising and Cadet Interest in Continuing ROTC
- Timing of Decision and Continued Interest in Continuing in ROTC

Seen Advertising Before Enrollment Decision

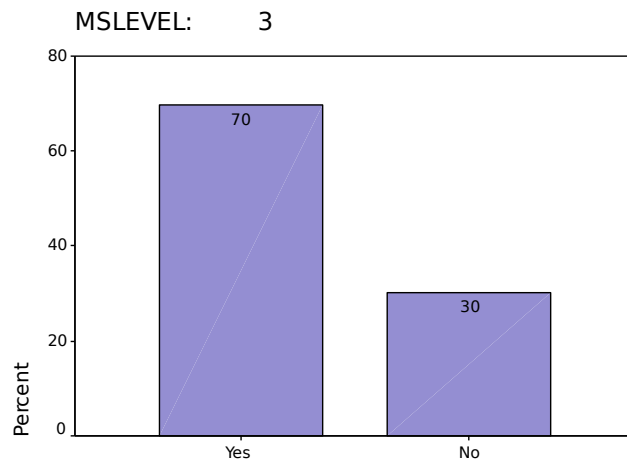


Seen Advertising Before Enrollment Decision

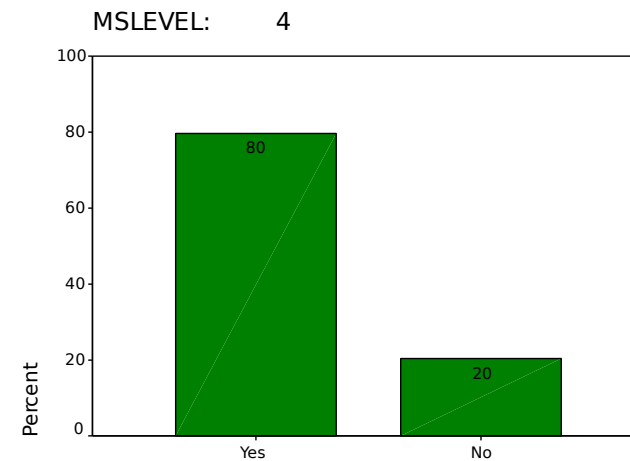


**Only 29% of the general 18-19 year old college student population has seen Army ROTC**

Seen Advertising Before Enrollment Decision



Seen Advertising Before Enrollment Decision

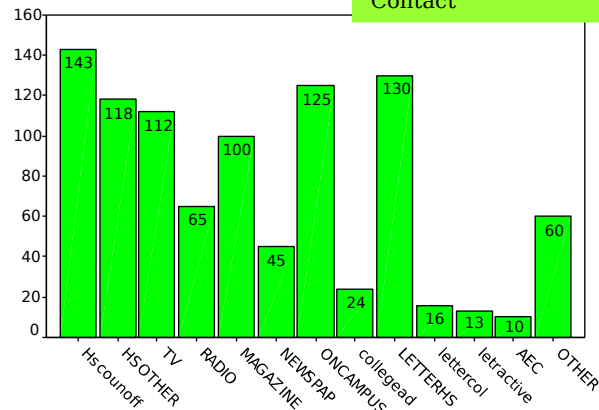


# Where Cadets Saw Army ROTC Advertising Prior to E

Where Seen?

MSLEVEL: 1

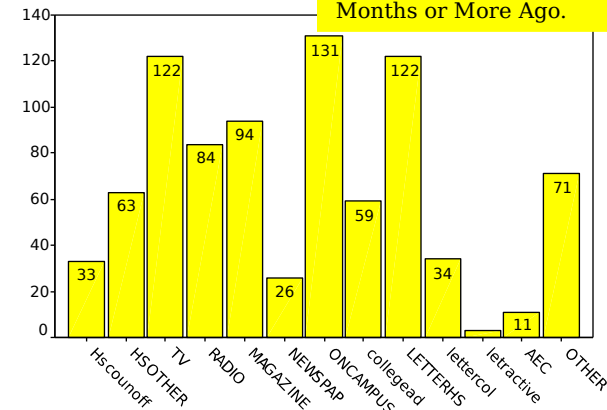
HS Counselor's Office  
Site of Most Ad  
Contact



Where Seen?

MSLEVEL: 2

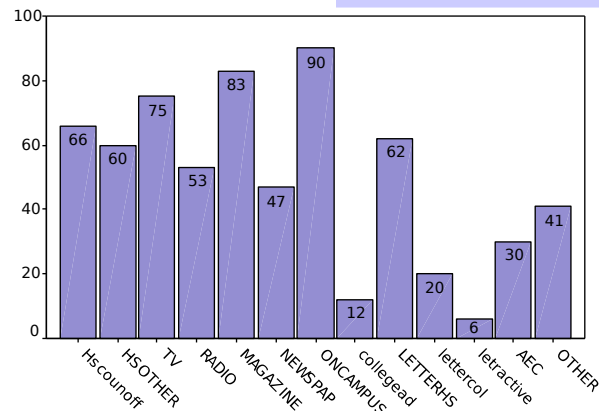
On Campus Most Frequent, with  
Direct Mail and TV next -- Cadets  
Must Remember the Events of 18  
Months or More Ago.



Where Seen?

MSLEVEL: 3

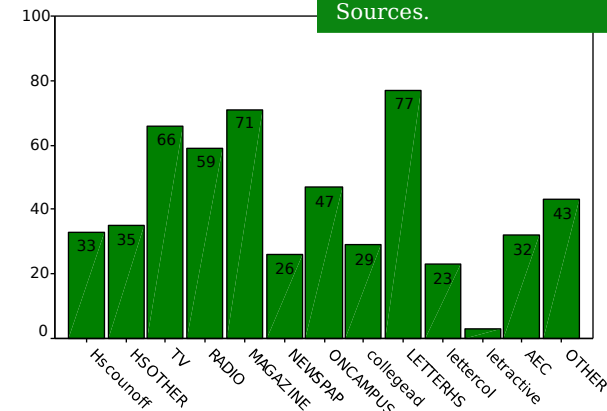
Wide Range of  
Responses, Now  
Including Magazine Ads.



Where Seen?

MSLEVEL: 4

Direct Mail and  
Magazines Most  
Frequently Identified  
Sources.





### Model Summary

MS LEVEL Model		R	R Square	Adjusted R Square	Std. Error of the Estimate
1	1	<b>.545<sup>a</sup></b>	<b>.297</b>	<b>.287</b>	<b>.38</b>
2	1	<b>.107<sup>b</sup></b>	<b>.011</b>	<b>-.005</b>	<b>.38</b>
3	1	<b>.229<sup>c</sup></b>	<b>.052</b>	<b>.031</b>	<b>.24</b>

- a. Predictors: (Constant), lettractive, ONCAMPUS, LETTERHS, lettercol, RADIO, MAGAZINE
- b. Predictors: (Constant), lettractive, lettercol, LETTERHS, RADIO, ONCAMPUS, MAGAZINE
- c. Predictors: (Constant), lettractive, lettercol, LETTERHS, MAGAZIN ONCAMPUS, RADIO

Source of Advertising and Whether Cadets Will Continue.

MS1s are nearer in time to initial decision to participate.

### ANOVA<sup>a</sup>

MS LEVEL Model			Sum of Squares	df	Mean Square	F	Sig.
1	1	Regression	<b>25.315</b>	<b>6</b>	<b>4.219</b>	<b>29.464</b>	<b>.000<sup>b</sup></b>
		Residual	<b>59.999</b>	<b>419</b>	<b>.143</b>		
		Total	<b>85.315</b>	<b>425</b>			
2	1	Regression	<b>.616</b>	<b>6</b>	<b>.103</b>	<b>.712</b>	<b>.640<sup>b</sup></b>
		Residual	<b>53.117</b>	<b>368</b>	<b>.144</b>		
		Total	<b>53.733</b>	<b>374</b>			
3	1	Regression	<b>.833</b>	<b>6</b>	<b>.139</b>	<b>2.454</b>	<b>.025<sup>c</sup></b>
		Residual	<b>15.112</b>	<b>267</b>	<b>5.660E-02</b>		
		Total	<b>15.945</b>	<b>273</b>			

- a. Predictors: (Constant), lettractive, ONCAMPUS, LETTERHS, lettercol, RADIO, MAGAZINE
- b. Predictors: (Constant), lettractive, lettercol, LETTERHS, RADIO, ONCAMPUS, MAGAZINE
- c. Predictors: (Constant), lettractive, lettercol, LETTERHS, MAGAZINE, ONCAMPUS, RADIO
- f. Dependent Variable: WILLCONT

### Coefficients

MS LEVEL			Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1		(Constant)	.793	.025		31.568	.000
		RADIO	-.728	.060	-.585	-12.194	.000
		MAGAZINE	.214	.052	.203	4.085	.000
		ON CAMPUS	1.762E-02	.046	-.018	-.385	.701
		LETTER HS	4.313E-02	.043	-.044	-1.001	.317
		LETTER From College	.191	.105	.081	1.829	.068
		Letter on active duty	5.753E-02	.117	.022	.492	.623
2		(Constant)	.844	.028		29.752	.000
		RADIO	1.902E-02	.058	.021	.327	.744
		MAGAZINE	2.588E-02	.062	-.030	-.415	.679
		ON CAMPUS	2.004E-02	.044	-.025	-.453	.651
		LETTER HS	5.583E-02	.046	-.069	-1.225	.221
		LETTER From College	9.337E-02	.074	.071	1.269	.205
		Letter on active duty	.169	.222	.040	.763	.446
3		(Constant)	.926	.020		45.444	.000
		RADIO	7.004E-02	.047	.115	1.493	.137
		MAGAZINE	8.555E-02	.039	.068	.911	.363
		ON CAMPUS	8.366E-02	.034	.066	.977	.329
		LETTER HS	6.559E-02	.036	-.114	-1.827	.069
		LETTER From College	-.134	.058	-.144	-2.315	.021
		Letter on active duty	7.445E-02	.099	.045	.750	.454

a. Dependent Variable: WILLCONT

**Most Positive Influence from Magazine Ads, and ROTC information included in letter from college. These techniques appeal to cadets who will continue enrollment.**

# Sources of Advertising Not as Critical as Timing

Model Summary

MS LEVEL Model		R	R Square	Adjusted R Square	Std. Error of the Estimate
1	1	<b>.395<sup>a</sup></b>	<b>.156</b>	<b>.142</b>	<b>.43</b>

a. Predictors: (Constant), Haventseen, whendecided, lettercol, MAGAZINE, LETTERHS, ONCAMPUS

ANOVA<sup>a</sup>

MS LEVEL Model			Sum of Squares	df	Mean Square	F	Sig.
1	1	Regression	<b>12.428</b>	<b>6</b>	<b>2.071</b>	<b>11.174</b>	<b>.000<sup>b</sup></b>
		Residual	<b>67.106</b>	<b>362</b>	<b>.185</b>		
		Total	<b>79.534</b>	<b>368</b>			

a. Predictors: (Constant), Haventseen, whendecided, lettercol, MAGAZINE, LETTERHS, ONCAMPUS

f. Dependent Variable: WILLCONT

Coefficients<sup>a</sup>

		Unstandardized Coefficients		Standardized Coefficients		Sig.
		B	Std. Error	Beta	Std. Error	
	(Constant)	<b>1.132</b>	<b>.066</b>		<b>17.124</b>	<b>.000</b>
	MAGAZINE ADS	<b>1.787E-02</b>	<b>.058</b>	<b>.044</b>	<b>.825</b>	<b>.410</b>
	ON CAMPUS INFO	<b>9.503E-03</b>	<b>.060</b>	<b>-.010</b>	<b>-.158</b>	<b>.875</b>
	LETTER RECEIVED IN HS	<b>-.151</b>	<b>.055</b>	<b>-.151</b>	<b>-2.727</b>	<b>.007</b>
	LETTER FROM COLLEGE	<b>.493</b>	<b>.124</b>	<b>.216</b>	<b>3.966</b>	<b>.000</b>
	WHEN DECIDED	<b>-.115</b>	<b>.016</b>	<b>-.431</b>	<b>-7.284</b>	<b>.000</b>
	HAVEN'T SEEN ADS	<b>3.408E-03</b>	<b>.005</b>	<b>-.040</b>	<b>-.685</b>	<b>.494</b>

a. Dependent Variable: WILLCONT

**TIMING OF INFORMATION IS MORE CRITICAL THAN MEDIUM - THE EARLIER THE BETTER**

**Note: The minus sign on when decided shows that the later the cadet decided to participate in Army ROTC, the less the chance that he will plan to continue. A cadet who decides late (as Freshman or Sophomore) will likely leave early.**

## **the Earlier a Cadet Decides to Enroll in ROTC the Better the Chances of Remaining to Commission Most Evident in Lower Classmen**

<b>MS LEVEL</b>			<i>when decided</i>
1	Will Stay to Commission	Pearson Correlation	<b>-.205</b>
		Sig. (2-tailed)	<b>.000</b>
		N	<b>382</b>
2	Will Stay to Commission	Pearson Correlation	<b>-.273</b>
		Sig. (2-tailed)	<b>.000</b>
		N	<b>340</b>
3	Will Stay to Commission	Pearson Correlation	<b>-.029</b>
		Sig. (2-tailed)	<b>.672</b>
		N	<b>212</b>
4	Will Stay to Commission	Pearson Correlation	<b>-.045</b>
		Sig. (2-tailed)	<b>.523</b>
		N	<b>204</b>

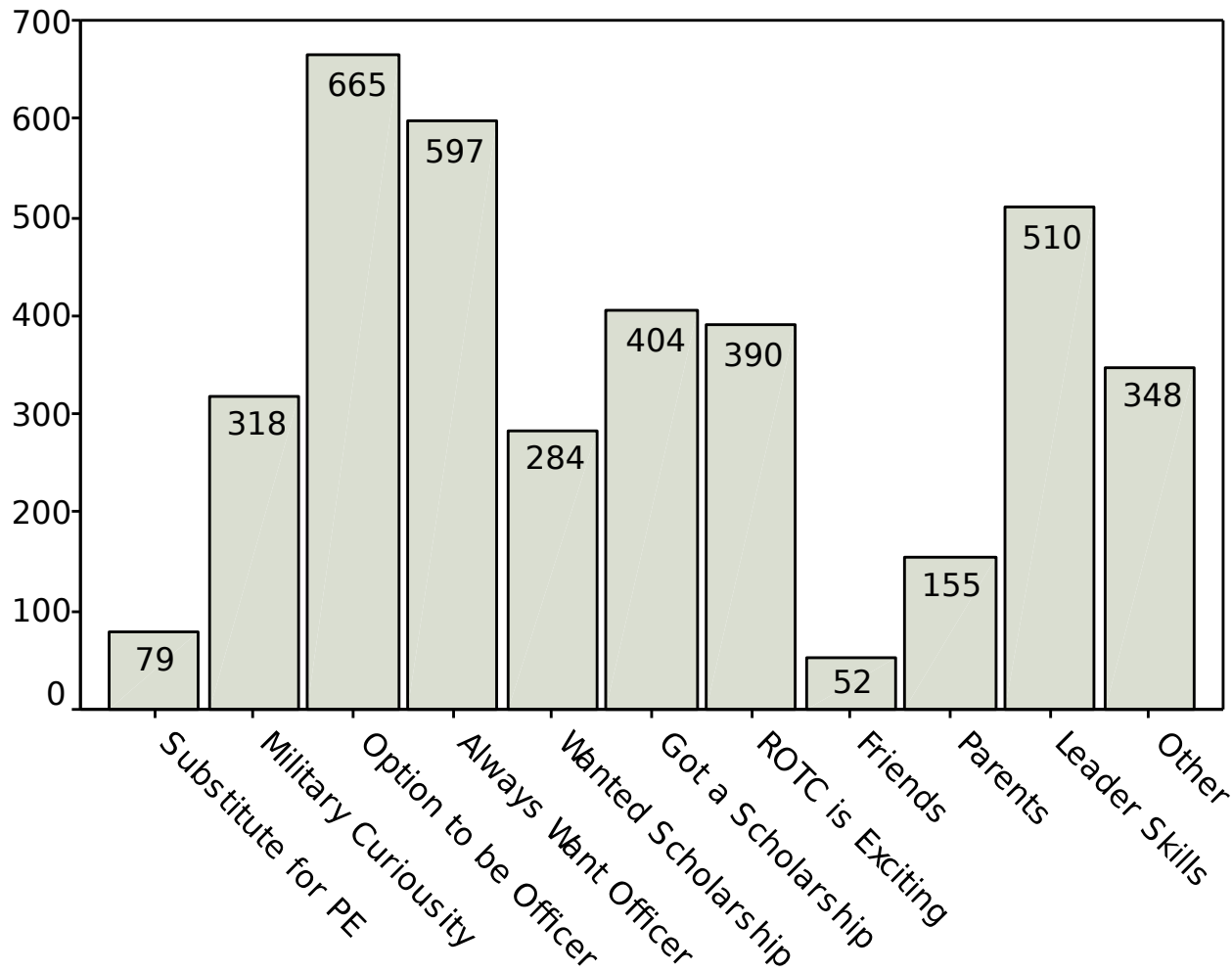
MS1s and MS2s who decided as high school juniors or before that they would definitely enroll in ROTC are more likely to say they will stay to commission. Cadets who did not decide to enroll until arriving at college plan to stay until commission at a far lower rate.

Implication is that recruiting cadets on campus who were not sure of participation well prior to enrollment is not as effective as convincing a younger audience of high school students. If ROTC is not part of the high school student's plans by the senior year, ROTC will not likely

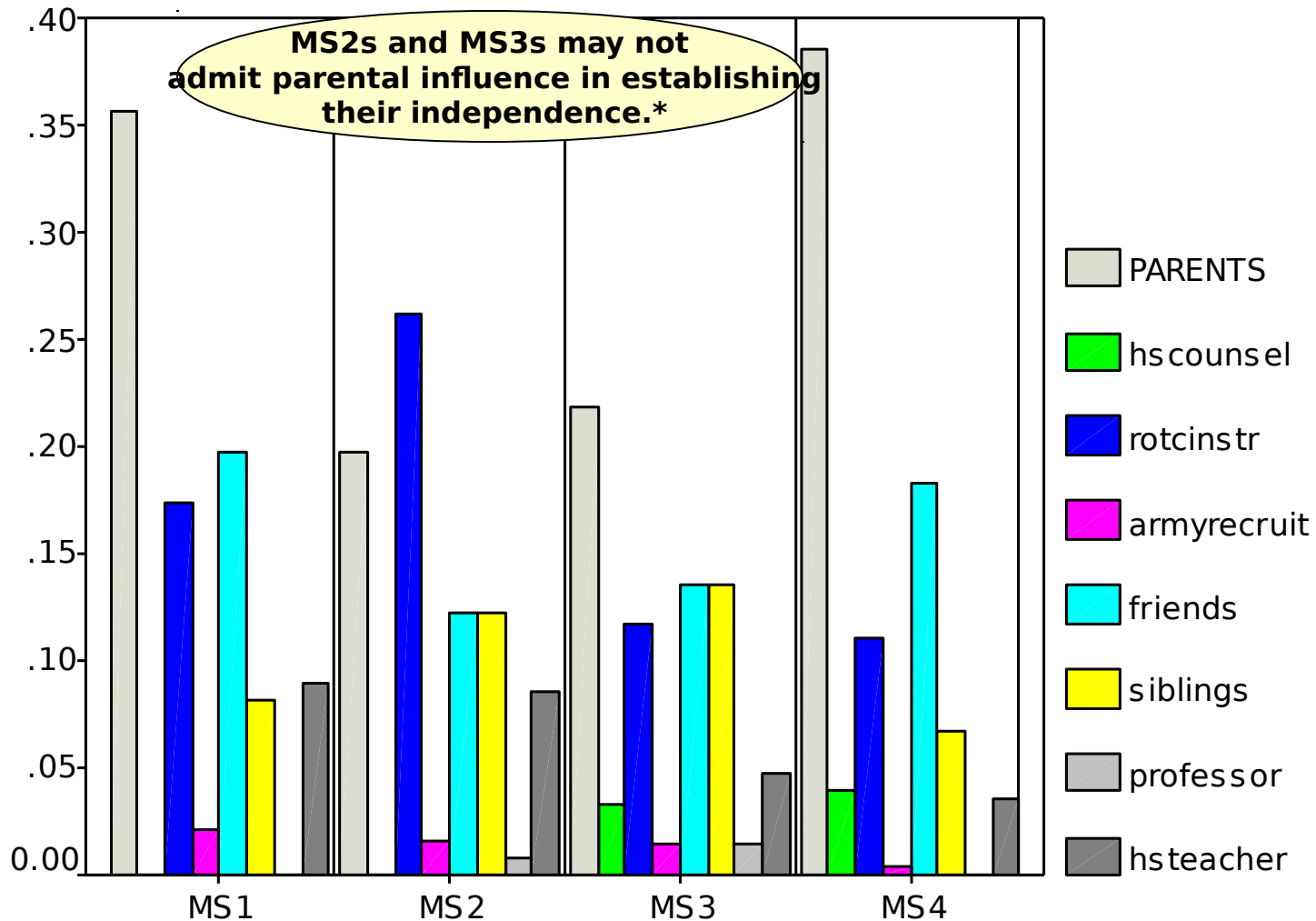
## **Influences on ROTC Participation:**

- Why Cadets Enrolled
- Persons Influencing Enrollment and Retention Army
- When Cadet Decided to Participate

## Why They Enrolled in ROTC



# Who Influenced to Join ROTC



\* Accepted developmental psychological stage theory.

# Parents Are Significant Influencers of Cadets Rema

**38 percent of MS4s indicated that parents are most influential in the decision to enroll in Army ROTC. 36 percent of MS1s agree. MS2s and MS3s claim more**

**Parents Most Influential in Decision to Enrol**

MS LEVEL		N	Mean
1	PARENTS	426	.36
2	PARENTS	375	.20
3	PARENTS	274	.22
4	PARENTS	252	.38

**\*Difference in reported influence of parents statistically significant by MS level.**

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Parents think ROTC is a Good Idea Parents Most Influential In Enrollin	.	Enter

a. All requested variables entered.

b. Dependent Variable: WLLCOMM

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.109 <sup>a</sup>	.012	.004	.24

a. Predictors: (Constant), PARENTS, PARENTS

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.188	2	9.394E-02	1.577	.209 <sup>a</sup>
	Residual	15.730	264	5.958E-02		
	Total	15.918	266			

a. Predictors: (Constant), PARENTS, PARENTS

b. Dependent Variable: WLLCOMM

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.915	.019		47.246	.000
	PARENTS	8.604E-03	.042	.005	.086	.932
	PARENTS	6.405E-02	.032	.107	1.714	.088

a. Dependent Variable: WLLCOMM



# Significant Influencers and the Plans of the Cadet to Commission

Cadets Influenced by Army Recruiters to Participate Tend Not to Plan to Commission

Cadets Influenced by Family Members to Participate Tend More Often to Stay to Commission

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	<b>.940</b>	<b>.015</b>		<b>63.177</b>	<b>.000</b>
	armyrecruit	<b>-.440</b>	<b>.172</b>	<b>-.155</b>	<b>-2.558</b>	<b>.011</b>

a. Dependent Variable: WLLCOMM

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	<b>.653</b>	<b>.014</b>		<b>47.981</b>	<b>.000</b>
	Brother, Sister or Other Relative	<b>.743E-02</b>	<b>.043</b>	<b>.062</b>	<b>2.280</b>	<b>.023</b>

a. Dependent Variable: WLLCOMM

Cadets Influenced by Friends to Participate Tend More Often to Stay to Commission

Coefficients

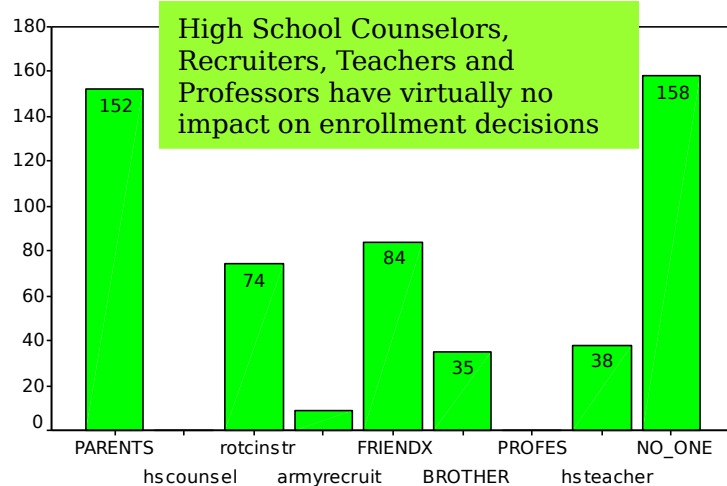
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	<b>.682</b>	<b>.014</b>		<b>48.598</b>	<b>.000</b>
	FRIENDX	<b>-.121</b>	<b>.035</b>	<b>-.094</b>	<b>-3.444</b>	<b>.001</b>

a. Dependent Variable: WLLCOMM

Friends Influence is an unexpected result.

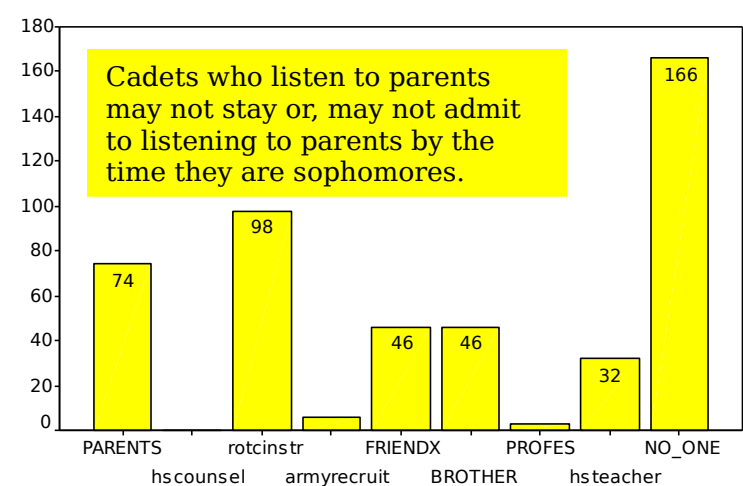
## Who Influenced Enrolling

MSLEVEL: 1



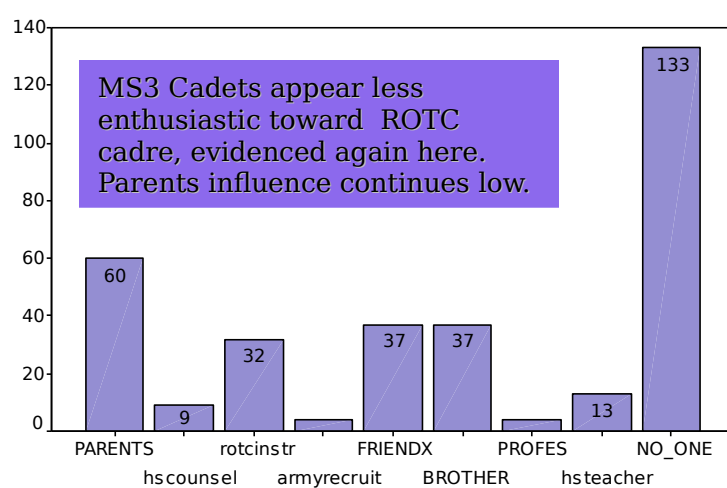
## Who Influenced Enrolling

MSLEVEL: 2



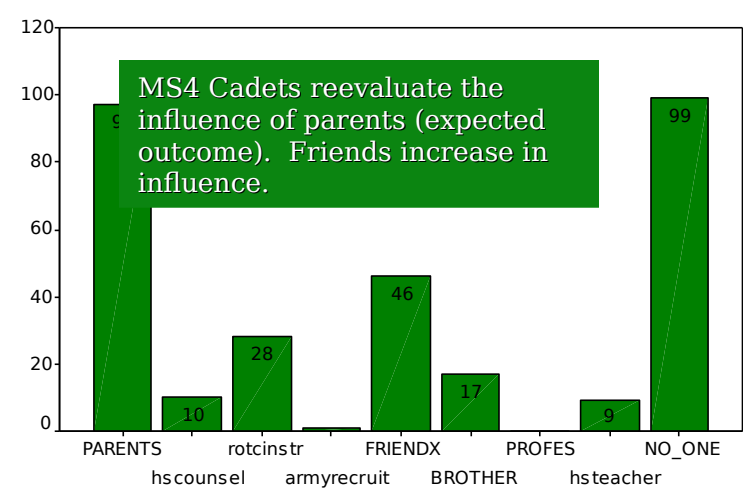
## Who Influenced Enrolling

MSLEVEL: 3



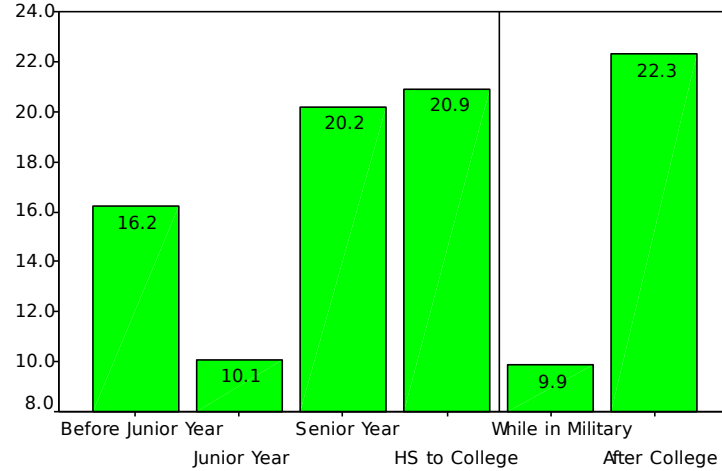
## Who Influenced Enrolling

MSLEVEL: 4



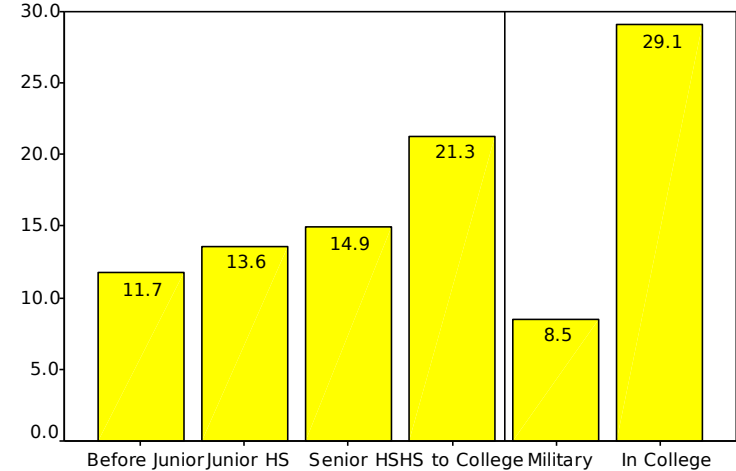
## 61.4% Decided to Enroll Before College

MSLEVEL: 1



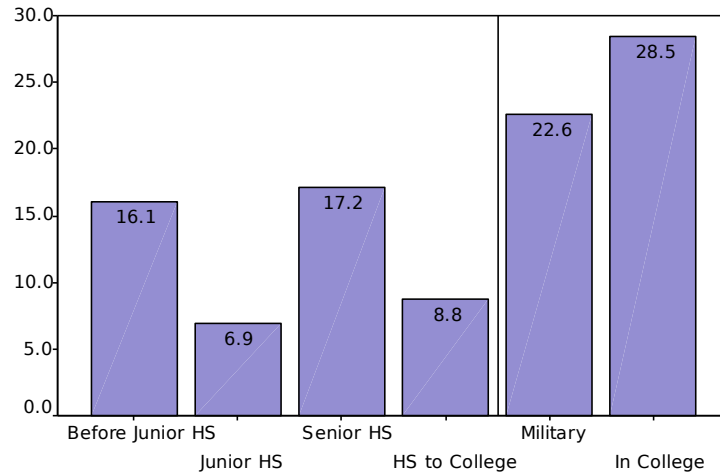
## 62.4% Decided to Enroll before college

MSLEVEL: 2



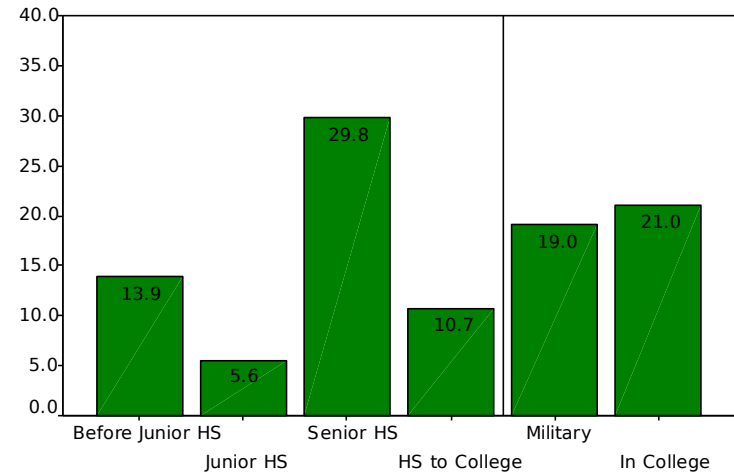
## 51.1% Made Decision Before College

MSLEVEL: 3



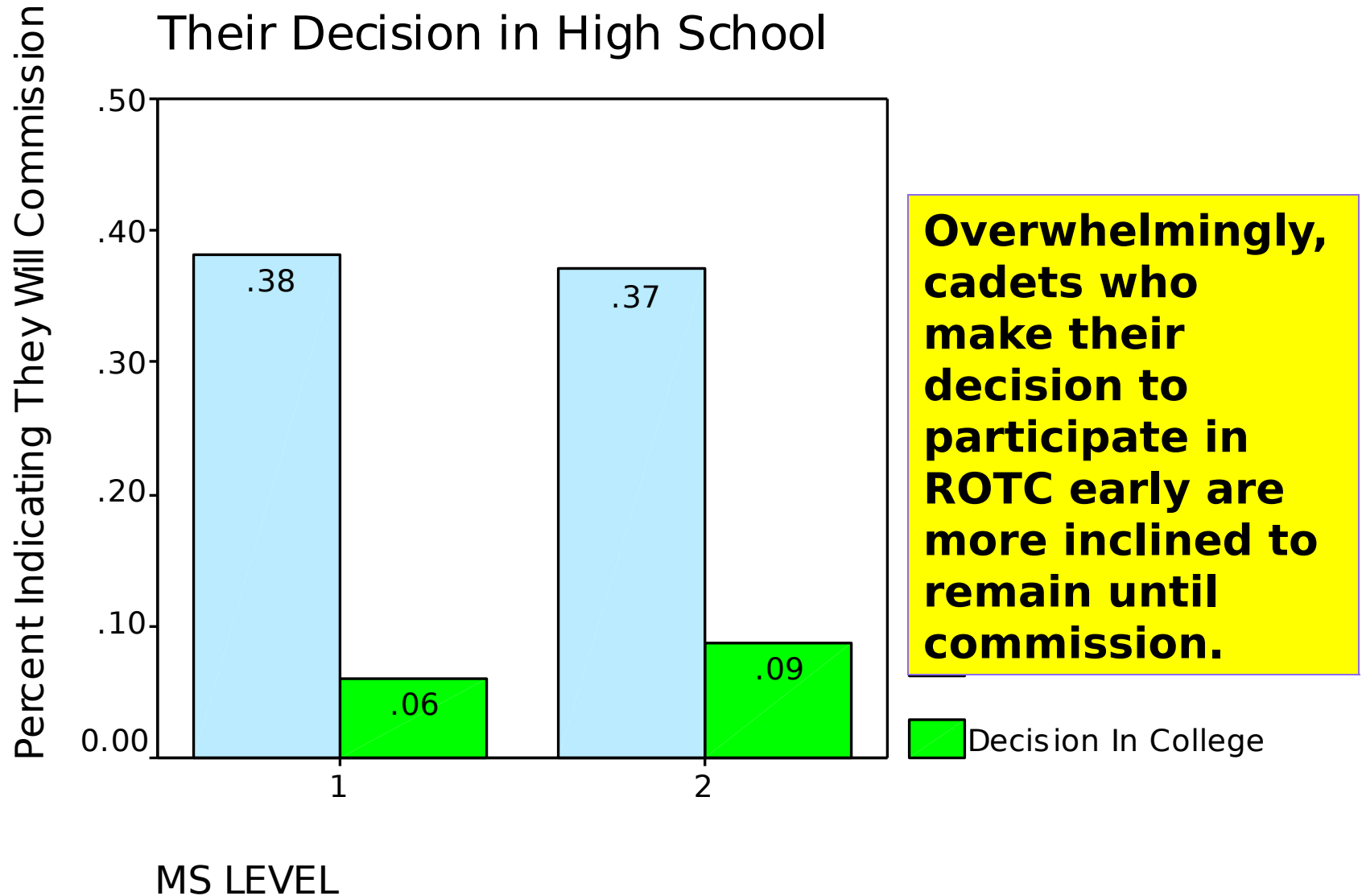
## 60% Decided to Enroll Before College

MSLEVEL: 4



# Cadets Planning to Commission Made

## Their Decision in High School



# Cadets Who Decided to Participate in ROTC Before Junior Year and As a Senior Most Likely to Plan to Commission

ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	<b>18.106</b>	<b>6</b>	<b>3.018</b>	<b>14.286</b>	<b>.000<sup>a</sup></b>
	Residual	<b>281.982</b>	<b>1335</b>	<b>.211</b>		
	Total	<b>300.087</b>	<b>1341</b>			

a. Predictors: (Constant), ACOLLEGE, ASJUNIOR, INMILITA, B4JUNIOR, HS2COLLE, ASENIOR

b. Dependent Variable: WLLCOMM

**Cadets Who Decided in Military Firm in Plans to Commission**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	<b>5.077E-14</b>	<b>.206</b>		<b>.000</b>	<b>1.000</b>
	Decided Before Junior in High School	<b>.703</b>	<b>.208</b>	<b>.521</b>	<b>3.377</b>	<b>.001</b>
	Decided as a Junior in High School	<b>.689</b>	<b>.209</b>	<b>.434</b>	<b>3.292</b>	<b>.001</b>
	Decided as a Senior in High School	<b>.737</b>	<b>.207</b>	<b>.625</b>	<b>3.553</b>	<b>.000</b>
	Decided After HS but Before College	<b>.626</b>	<b>.208</b>	<b>.492</b>	<b>3.013</b>	<b>.003</b>
	Decided in the Military	<b>.837</b>	<b>.208</b>	<b>.609</b>	<b>4.018</b>	<b>.000</b>
	Decided After Arriving on College Campus	<b>.507</b>	<b>.207</b>	<b>.465</b>	<b>2.451</b>	<b>.014</b>

a. Dependent Variable: WLLCOMM

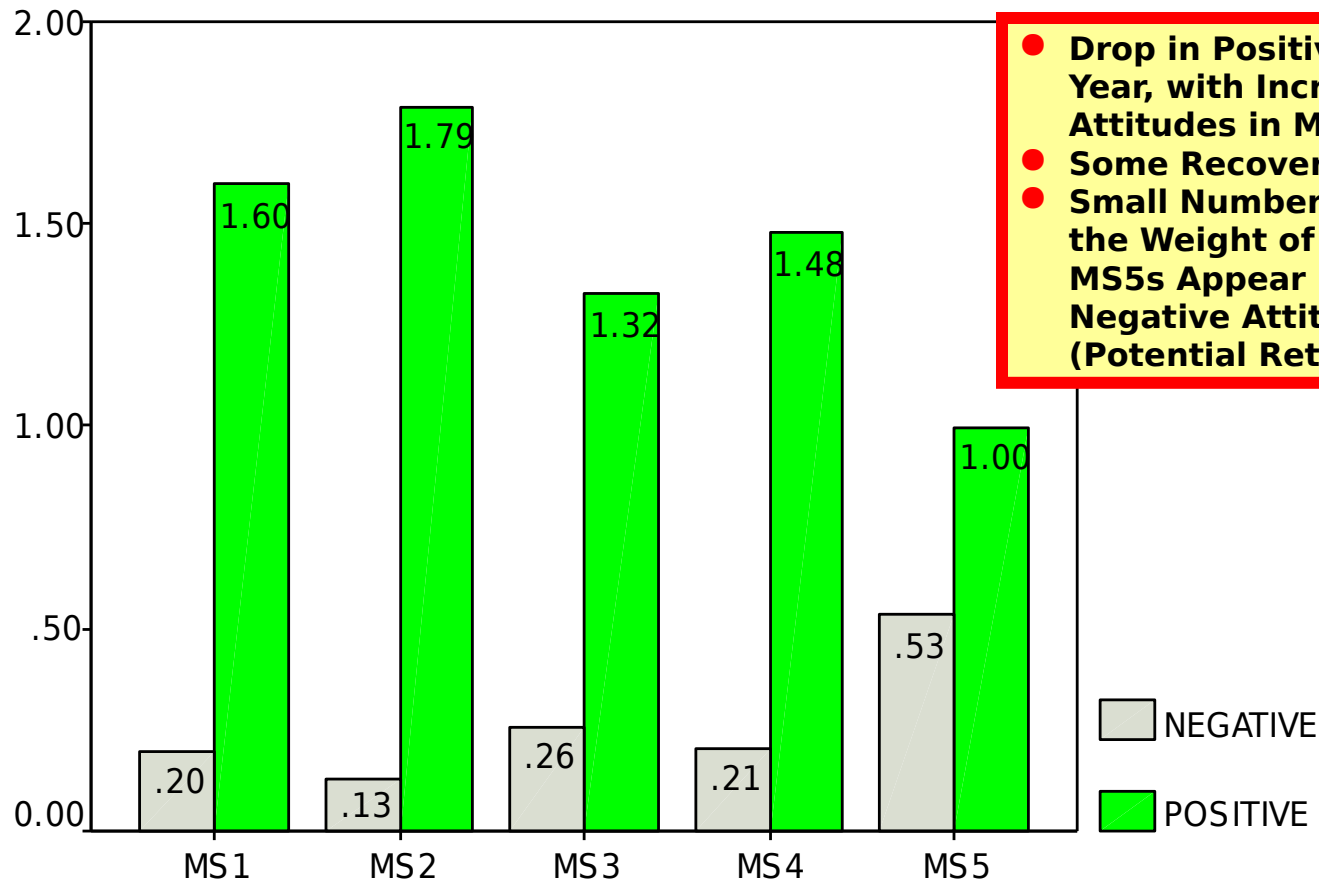
**Result argues for more Green to Gold emphasis**

## **General Emotive Response Toward ROTC Expe**

- Excitement and Enjoyment
- Negative and Positive Factors
- Activities Liked Most
- Activities Learned Most From

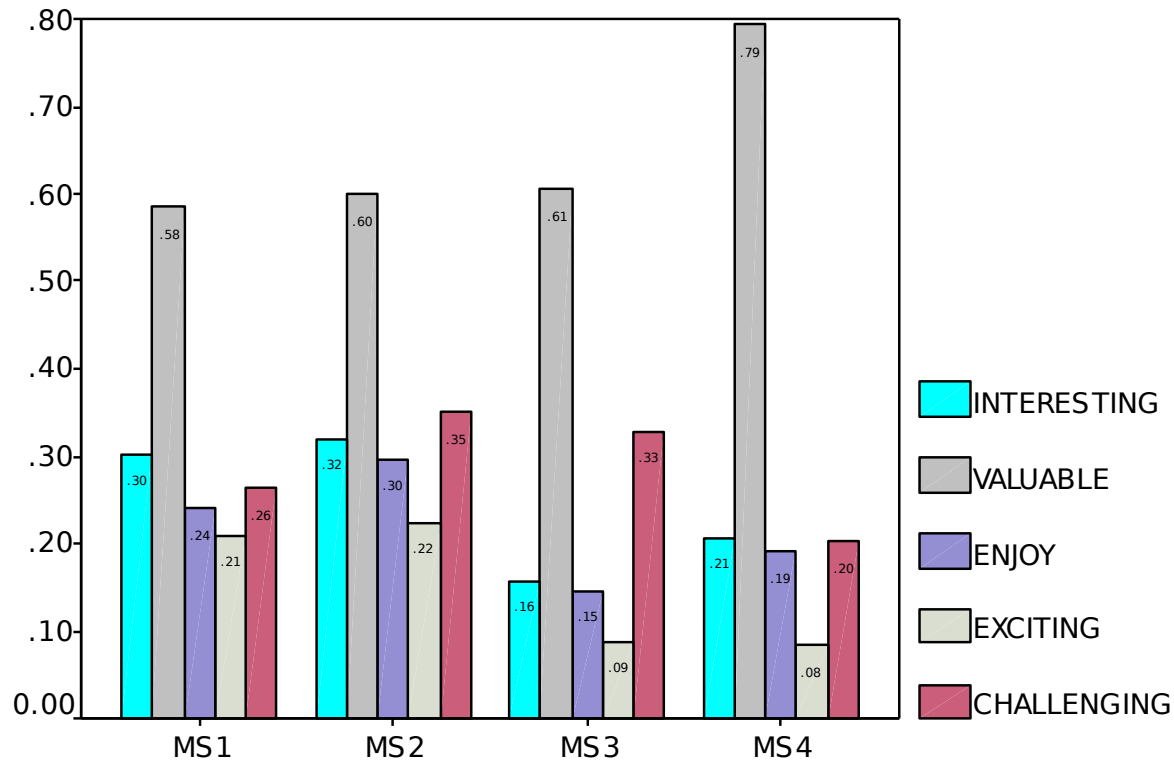
# Positive Factors Outweigh Negative

## In Cadet Attitudes Toward ROTC



## Enjoyment and Excitement Fall Off with MS3

### MS2s Have the Most Positive View of ROTC

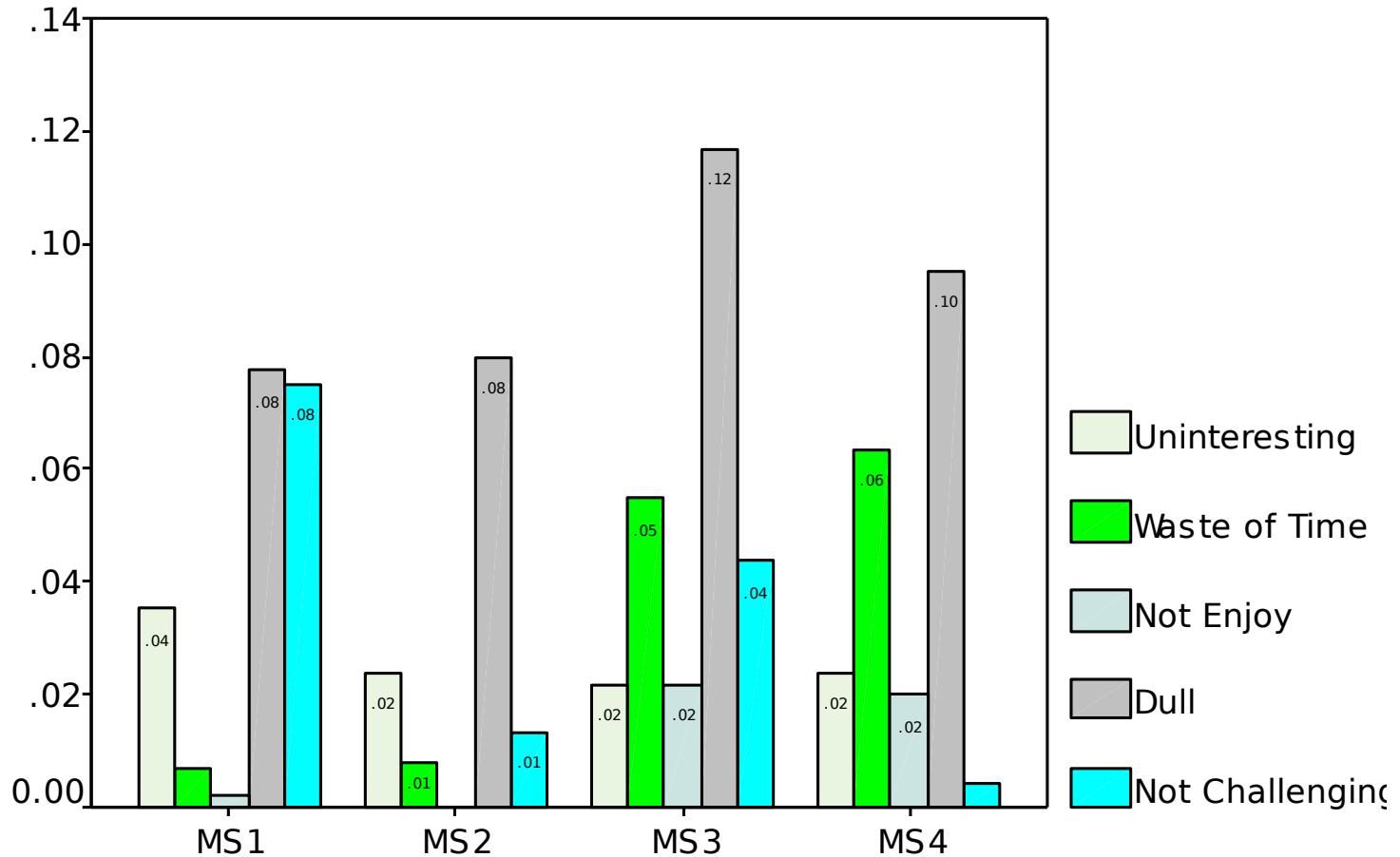


		Enjoyable	Valuable	Exciting	Dull	Interesting	Waste of time	Do Not Enjoy	Uninteresting	Challenging	Not challenging
MS LEVEL	1	102	249	89	33	129	3	1	15	112	32
	2	111	225	84	30	120	3		9	131	5
	3	40	166	24	32	43	15	6	6	90	12
	4	48	200	21	24	52	16	5	6	51	1
	5	3	8	1	2	1	1	2		2	3



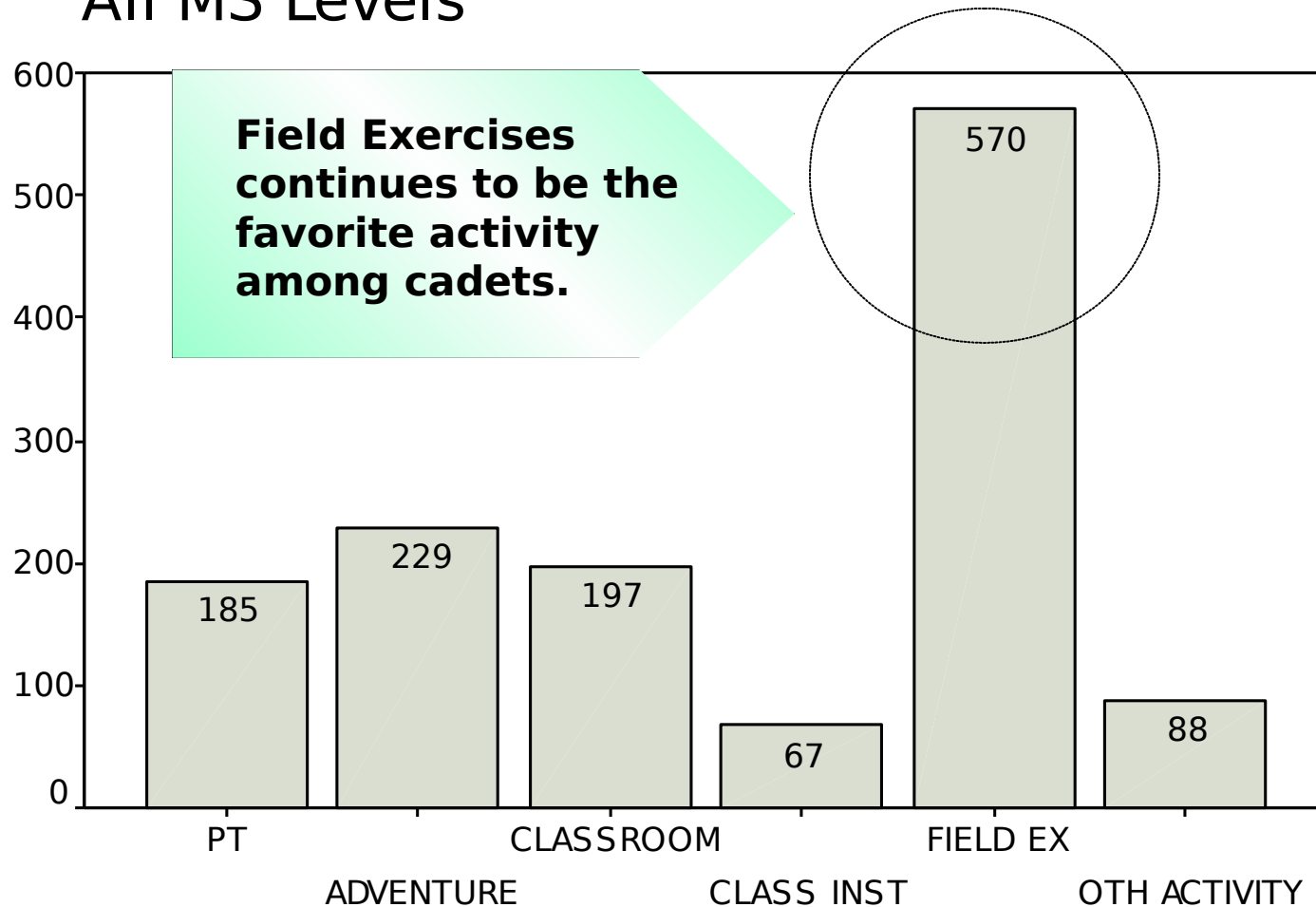
# Negative Aspects of ROTC

## Considerable Negativity in MS3 Year



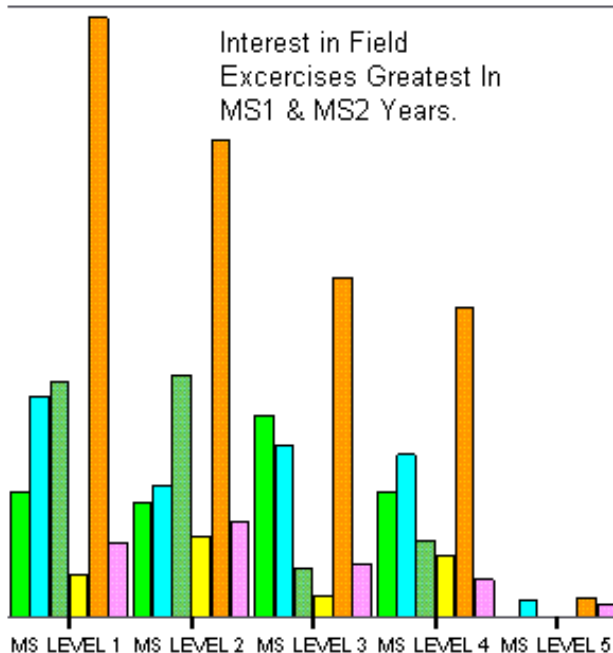
# ACTIVITIES LIKED THE MOST

All MS Levels



# Field Exercises Most Popular Among Cadets

**PT not popular until MS3 Year**  
**Classroom instruction very unpopular MS3 year**

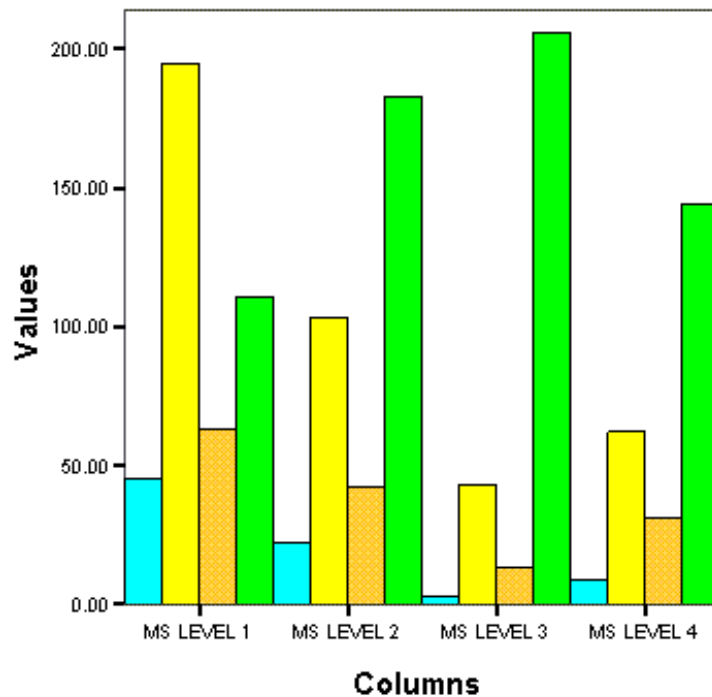


**Rows**

- PT Empty0
- ADVENTURE TRAINING
- CLASSROOM ACTIVITIES
- CLASS INSTRUCTION
- FIELD EXERCISES Empty0
- OTHER ACTIVITIES Empty0

	MS LEVEL				
	1	2	3	4	5
<b>PT</b>	41	37	66	41	
<b>ADVENTURE</b>	72	43	56	53	5
<b>CLASSROOM</b>	77	79	16	25	
<b>CLASS INSTRUCTION</b>	14	26	7	20	
<b>FIELD EXERCISES</b>	196	156	111	101	6
<b>OTHER ACTIVITIES</b>	24	31	17	12	4

# MS1s Learn Most in Classroom Training; All Others Learn the Most From Field Exercises



## Rows

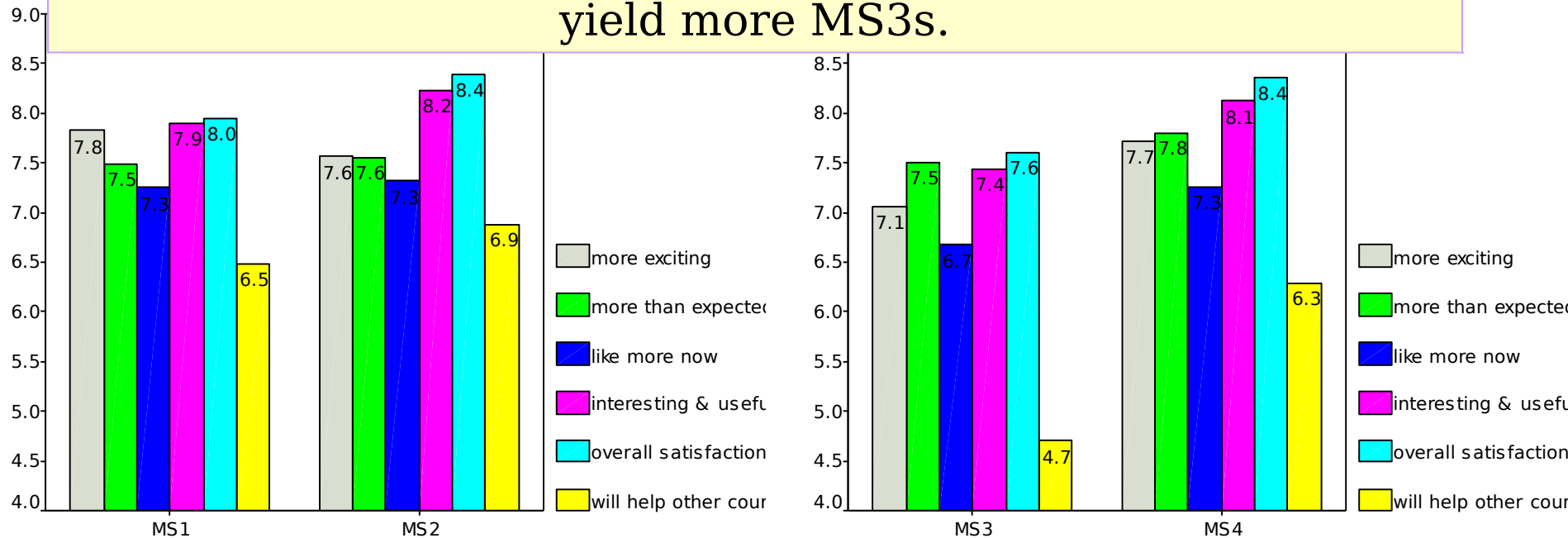
- Activity I Learn the Most From: ADVENTURE TRAINING
- Activity I Learn the Most From: CLASSROOM TRAINING
- Activity I Learn the Most From: CLASSROOM INSTRUCTION
- Activity I Learn the Most From: FIELD EXERCIZES

		MS LEVEL			
		1	2	3	4
Activity I Learn the Most From:	<b>PT</b>	2	2	9	
	<b>ADVENTURE TRAINING</b>	45	22	3	9
	<b>CLASSROOM TRAINING</b>	195	103	43	62
	<b>CLASSROOM INSTRUCTION</b>	63	42	13	31
	<b>FIELD EXERCIZES</b>	111	183	206	144
	<b>OTHER ACTIVITIES</b>	8	20		6

# Cadets Feel Best About ROTC During the MS2 Year.

**(Cadets attitudes about ROTC are high in MS1 year, rise in MS2 year, decline sharply during MS3 year and then recover about half of the loss in attitude from MS3 year during the MS4 year)**

**Help with other courses drops off significantly in MS3 year.  
Suggests that contracting of Non-Scholarship MS2s would yield more MS3s.**

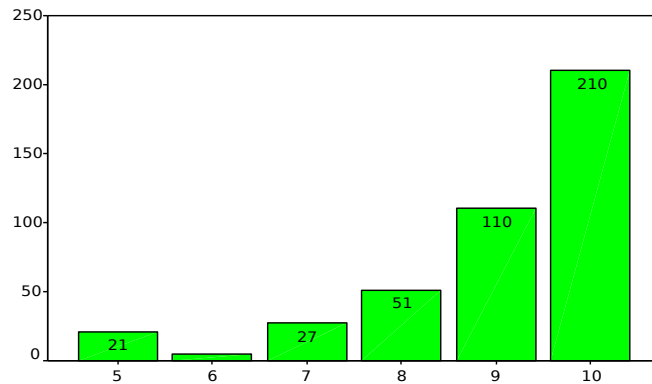


## **General Opinions About Army and Army ROTC**

- Career Opportunities in Army
- ROTC Preparation for Army Career
- Future Career Preparation
- Helps in other college courses

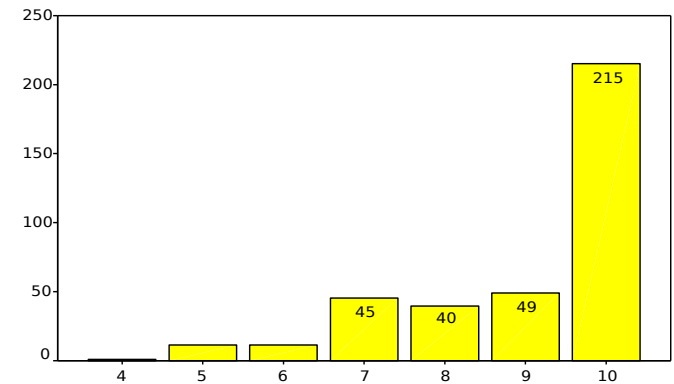
The Army Offers Legitimate Career Opportur

MSLEVEL: 1



The Army Offers Legitimate Career Opportur

MSLEVEL: 2

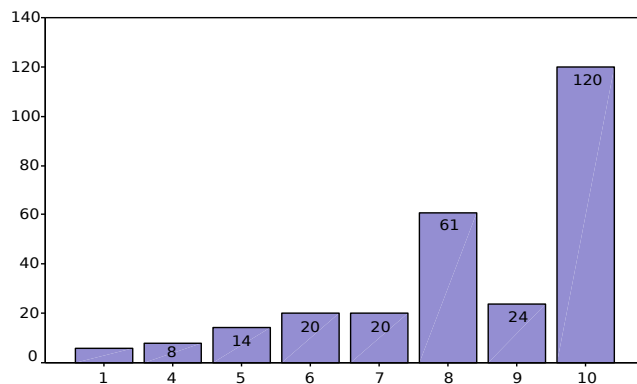


armans' rho Correlation of MS Level and Legitimacy of y Career Opportunities (Negative correlation indicates higher MS levels are not as convinced of Army career

			Legitimate Career Opportunities
Spearman's rho	MS LEVEL	Correlation Coefficient	-.095
		Sig. (2-tailed)	.001
		N	1336

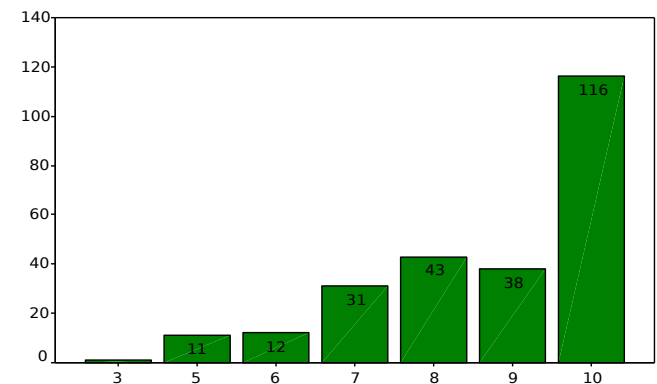
The Army Offers Legitimate Career Opportur

MSLEVEL: 3



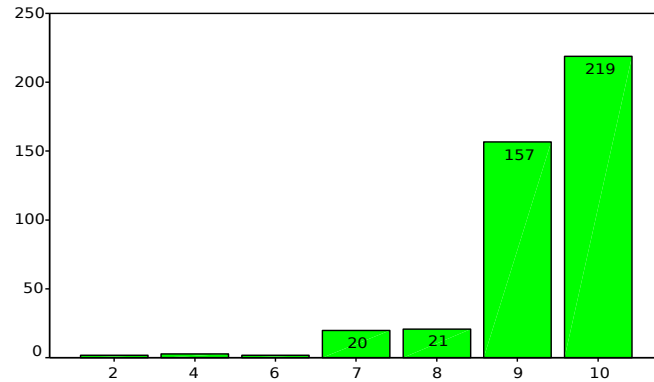
The Army Offers Legitimate Career Opportur

MSLEVEL: 4



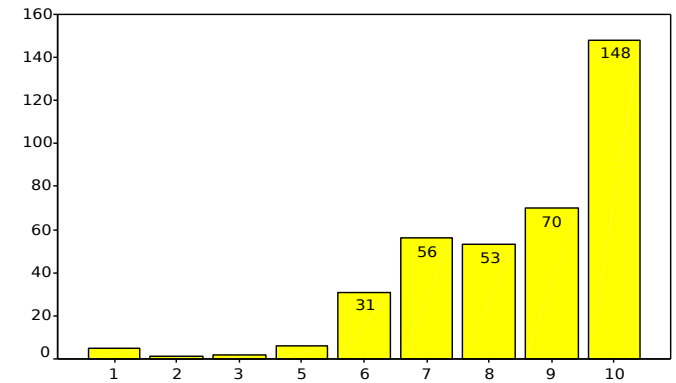
# ROTC Prepares Well for Career as Army Officer

MSLEVEL: 1



# ROTC Prepares Well for Career as Army Officer

MSLEVEL: 2

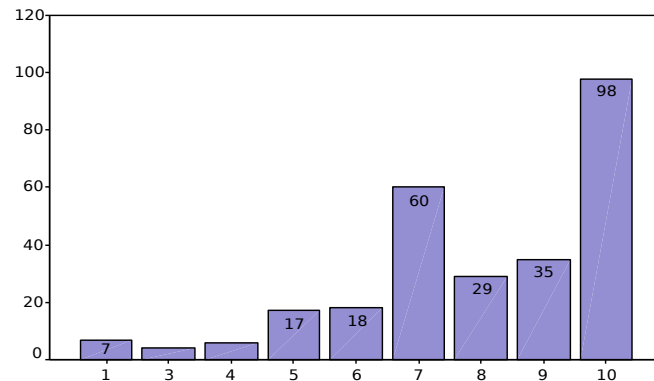


Lower MS Levels Far Less Likely to Think ROTC Prepares Well for Career as Officer

			ROTC Prepares for Officer Career
Spearman's rho	MS LEVEL	Correlation Coefficient	-.315
		Sig. (2-tailed)	.000
		N	1337

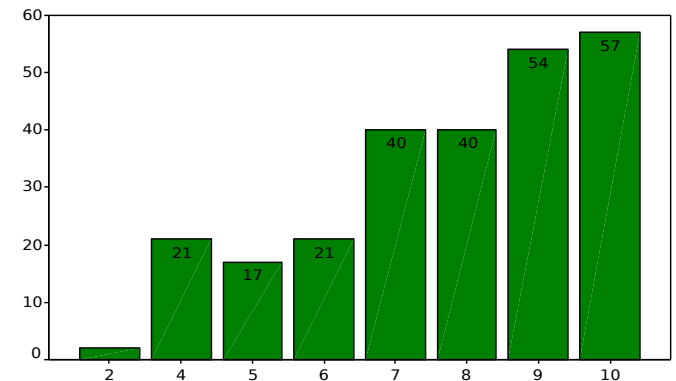
# ROTC Prepares Well for Career as Army Officer

MSLEVEL: 3



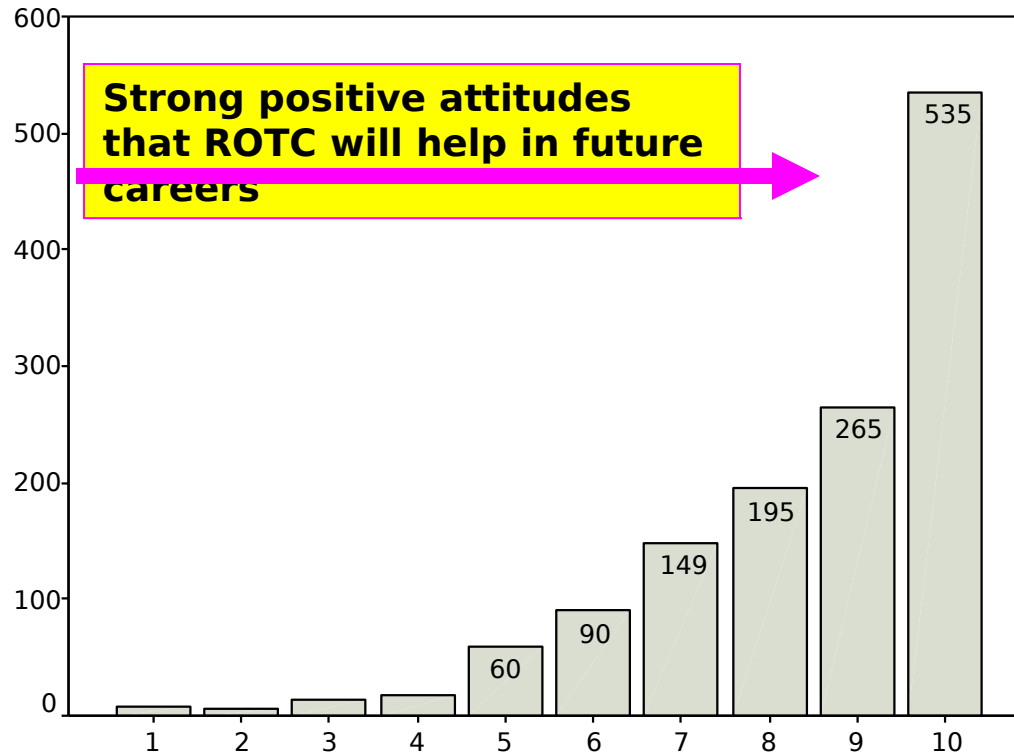
# ROTC Prepares Well for Career as Army Officer

MSLEVEL: 4





## ROTC Experience Helps in Future Careers

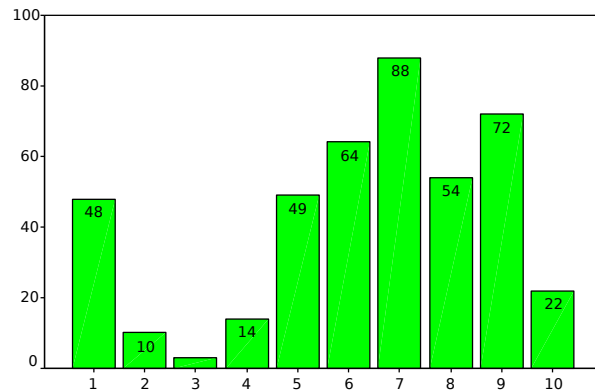


**Higher MS Levels Are More Circumspect of ROTC Benefits to Future Careers**

			ROTC Helps in Future Career
Spearman's rho	MS LEVEL	Correlation Coefficient	<b>-.120</b>
		Sig. (2-tailed)	<b>.000</b>
		N	<b>1337</b>

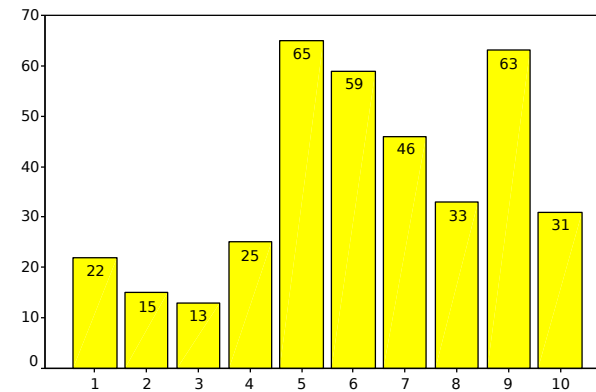
ROTC Helped in Other College Courses

MSLEVEL: 1



ROTC Helped in Other College Courses

MSLEVEL: 2



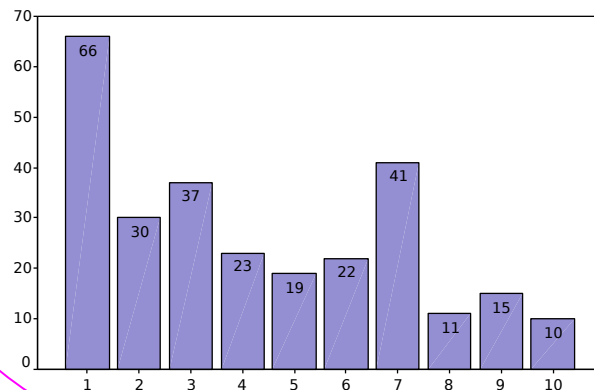
**MS3s disagree with other cadets on helping in other college courses.**

**Higher MS Levels, Particularly MS3s Are Less Positive About ROTC Helping in Other College Courses**

			ROTC Helped in Other College Courses
Spearman's rho	MS LEVEL	Correlation Coefficient	<b>-.159</b>
		Sig. (2-tailed)	<b>.000</b>
		N	<b>1337</b>

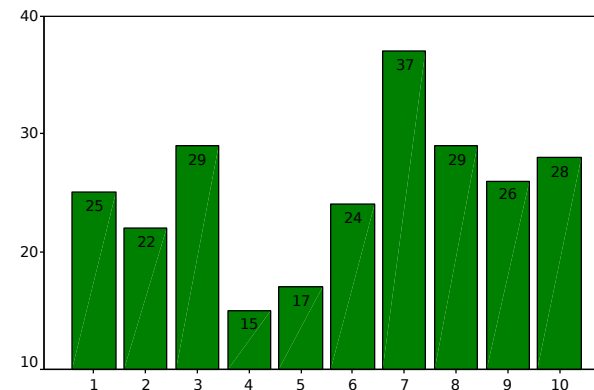
ROTC Helped in Other College Courses

MSLEVEL: 3



ROTC Helped in Other College Courses

MSLEVEL: 4

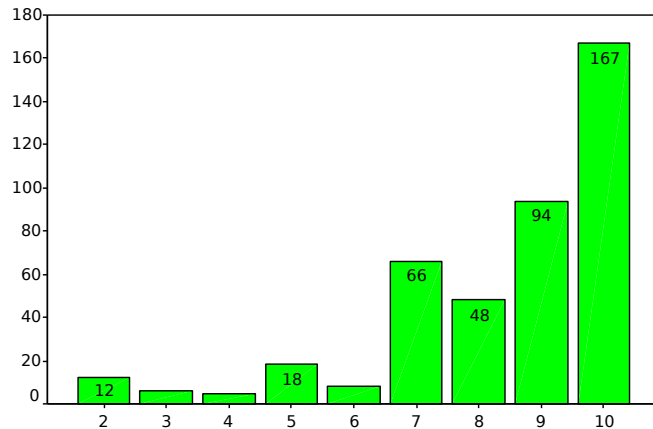


## **General Opinions About Army ROTC Cadre:**

- Instructor as a Role Model
- ROTC instructors communication skills
- Opinions of cadre attributes
- Cadre influence on retention
- Cadre influence on enrollment
- Contract instruction

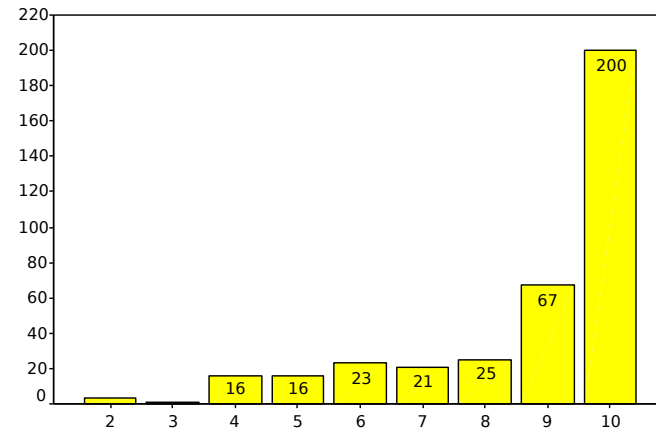
Sees ROTC Instructor As Role Model

MSLEVEL: 1



Sees ROTC Instructor As Role Model

MSLEVEL: 2

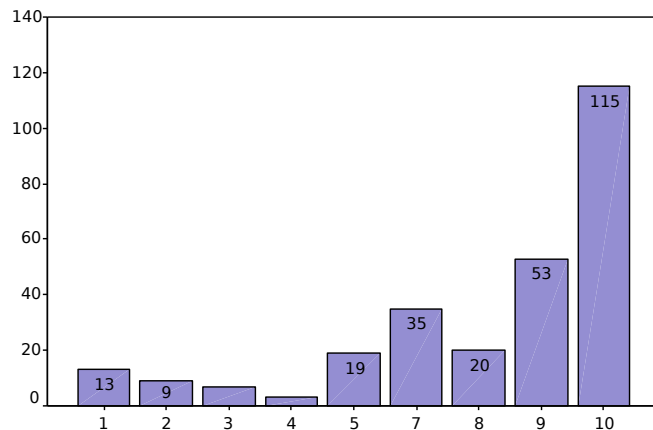


Higher MS Levels More Often Identify With Cadre Member as a Role Model

		Role Model Among Cadre
Spearman's rho	MS LEVEL	Correlation Coefficient
		Sig. (2-tailed)
		N
		.101
		.000
		1337

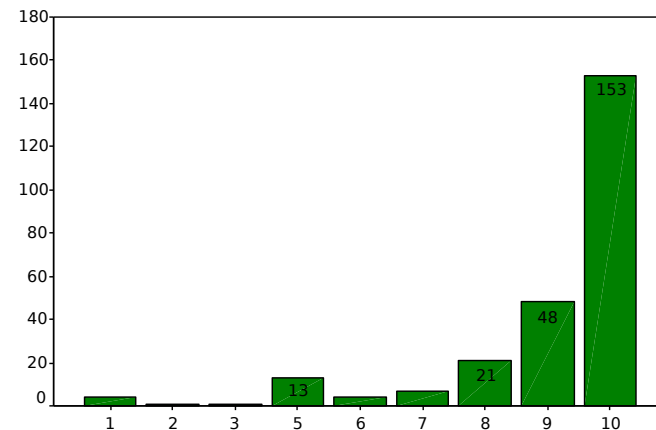
Sees ROTC Instructor As Role Model

MSLEVEL: 3



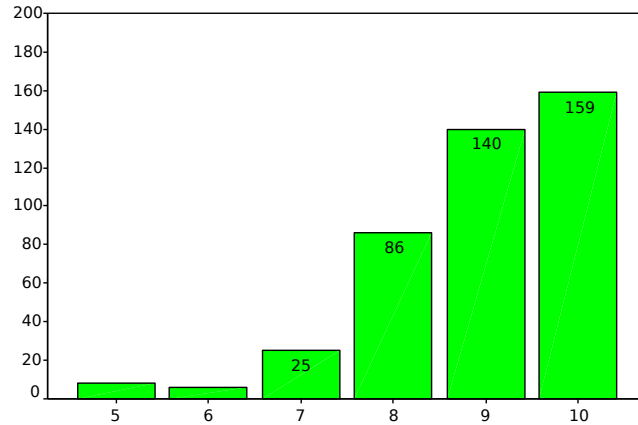
Sees ROTC Instructor As Role Model

MSLEVEL: 4



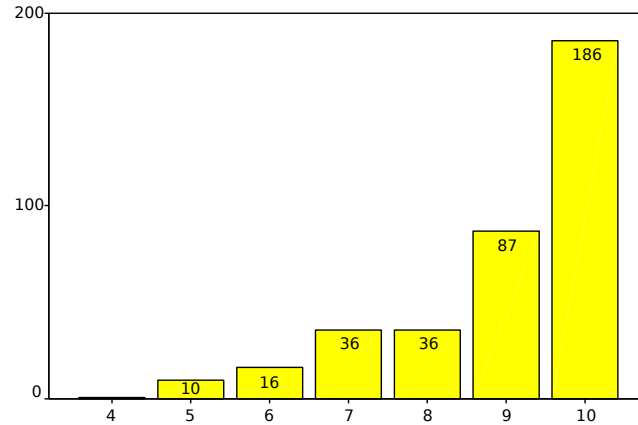
Instructors Communicate in Ways Easily Understood

MSLEVEL: 1



Instructors Communicate in Ways Easily Understood

MSLEVEL: 2

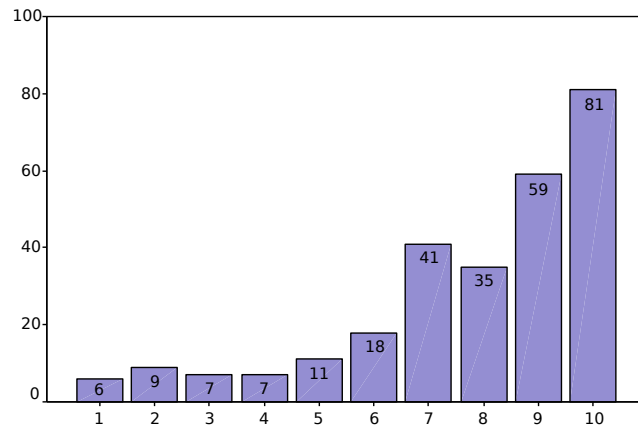


**s Tended to Disagree More that Instructors Communicate in Ways Easy to Understand**

		Instructor Communication	
Spearman's rho	MS LEVEL	Correlation Coefficient	-.069
		Sig. (2-tailed)	.011
		N	1337

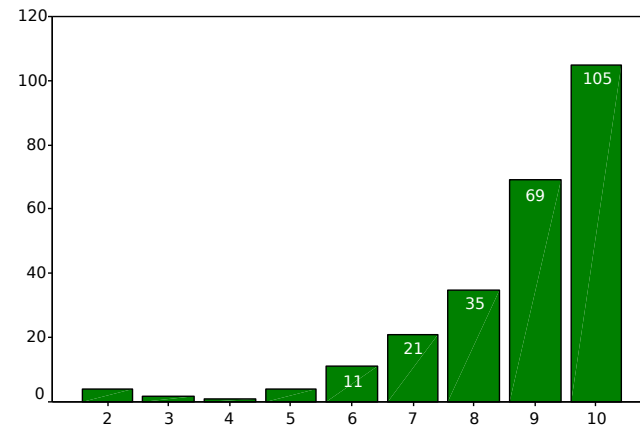
Instructors Communicate in Ways Easily Understood

MSLEVEL: 3

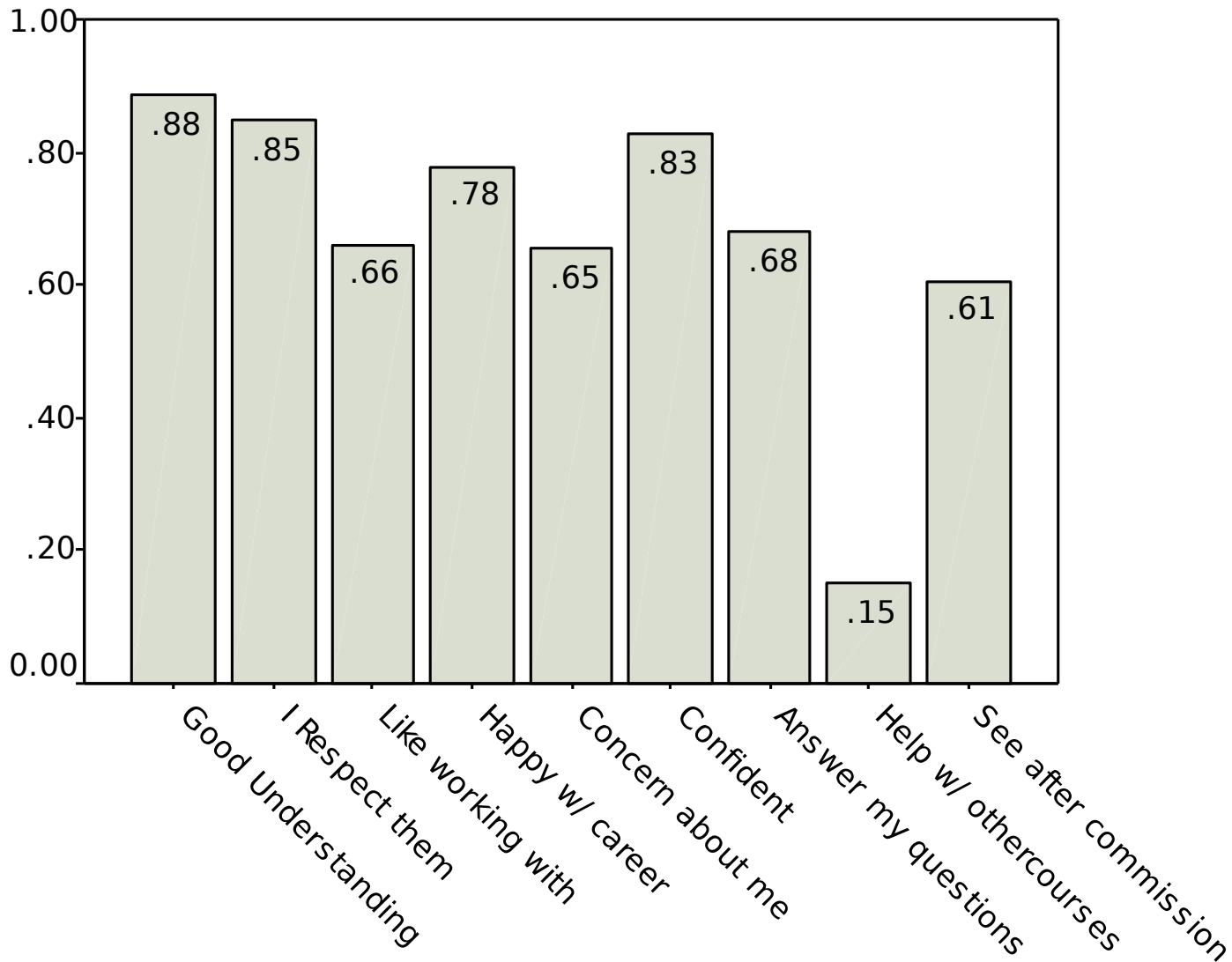


Instructors Communicate in Ways Easily Understood

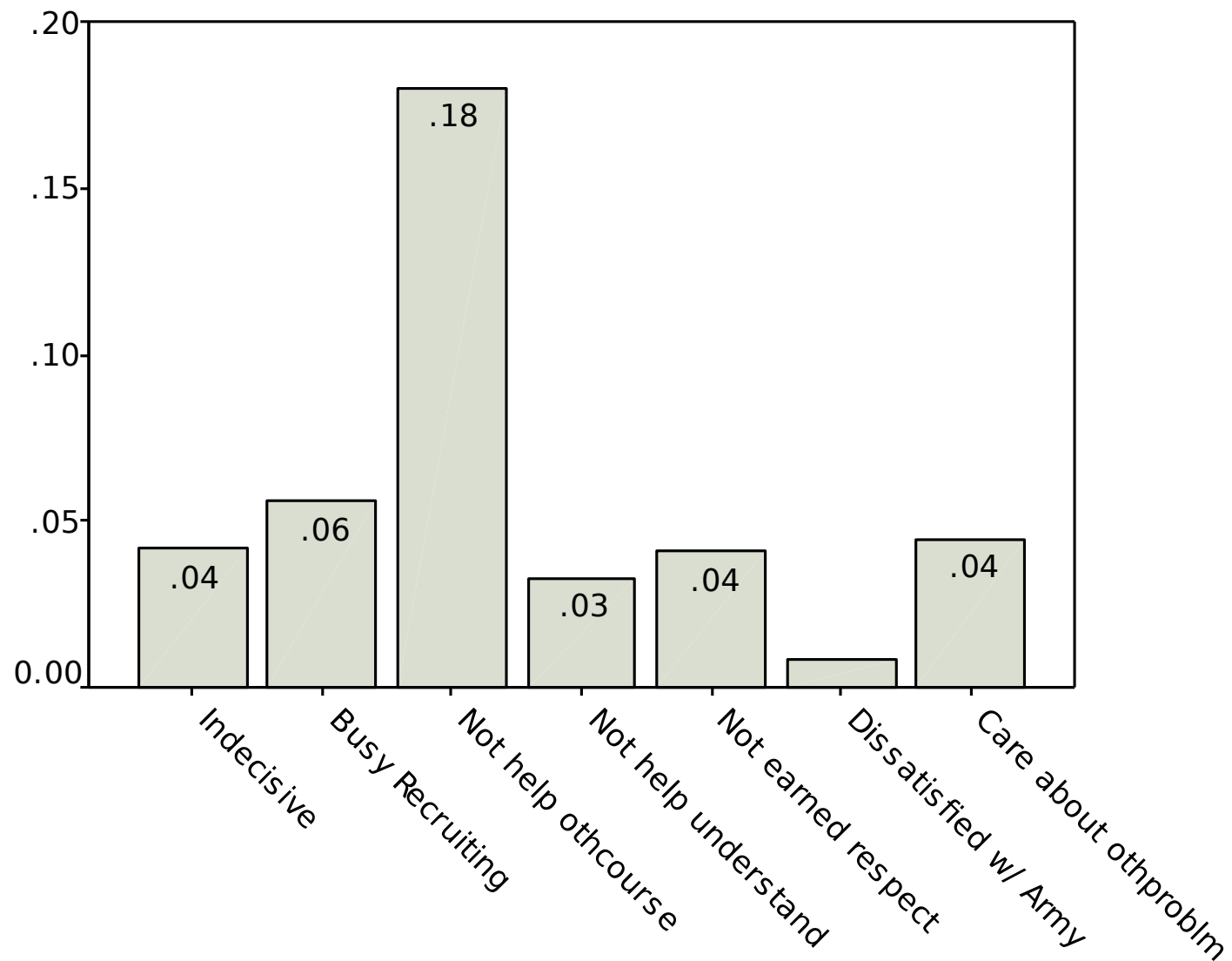
MSLEVEL: 4



## Positive Opinions About Cadre Attributes

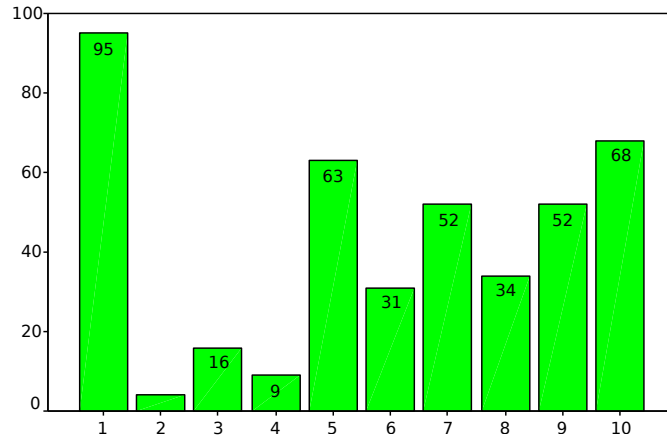


## Negative Opinions About Cadre Attributes



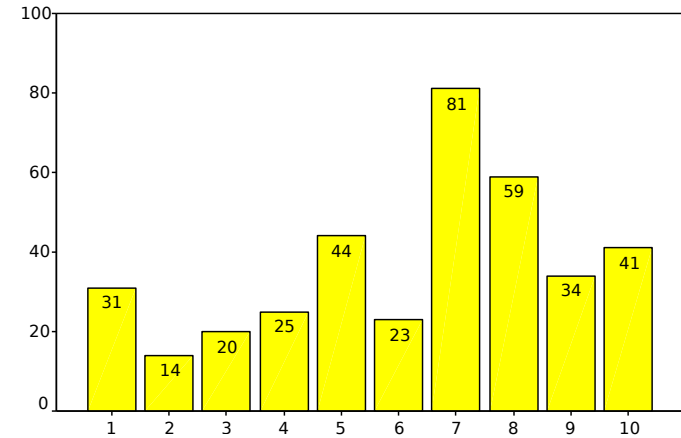
## Cadre Influenced Me to Stay in ROTC

MSLEVEL: 1 (one disagrees; 10 agrees)



## Cadre Influenced Me to Stay in ROTC

MSLEVEL: 2

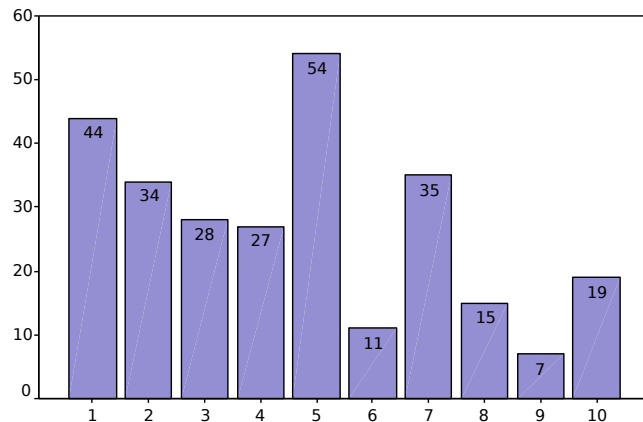


s, MS4s and MS5s Did Not Indicate that Cadre Member Was Great at Influence on Decision to Stay in Army ROTC

		Cadre Influenced to Stay
Spearman's rho MS LEVEL	Correlation Coefficient	-.176
	Sig. (2-tailed)	.000
	N	1337

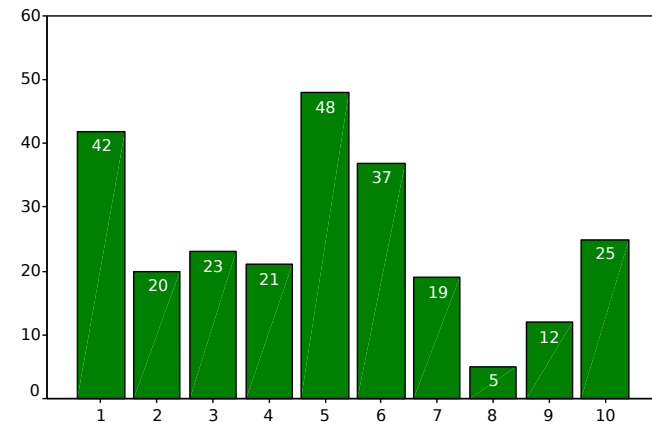
## Cadre Influenced Me to Stay in ROTC

MSLEVEL: 3



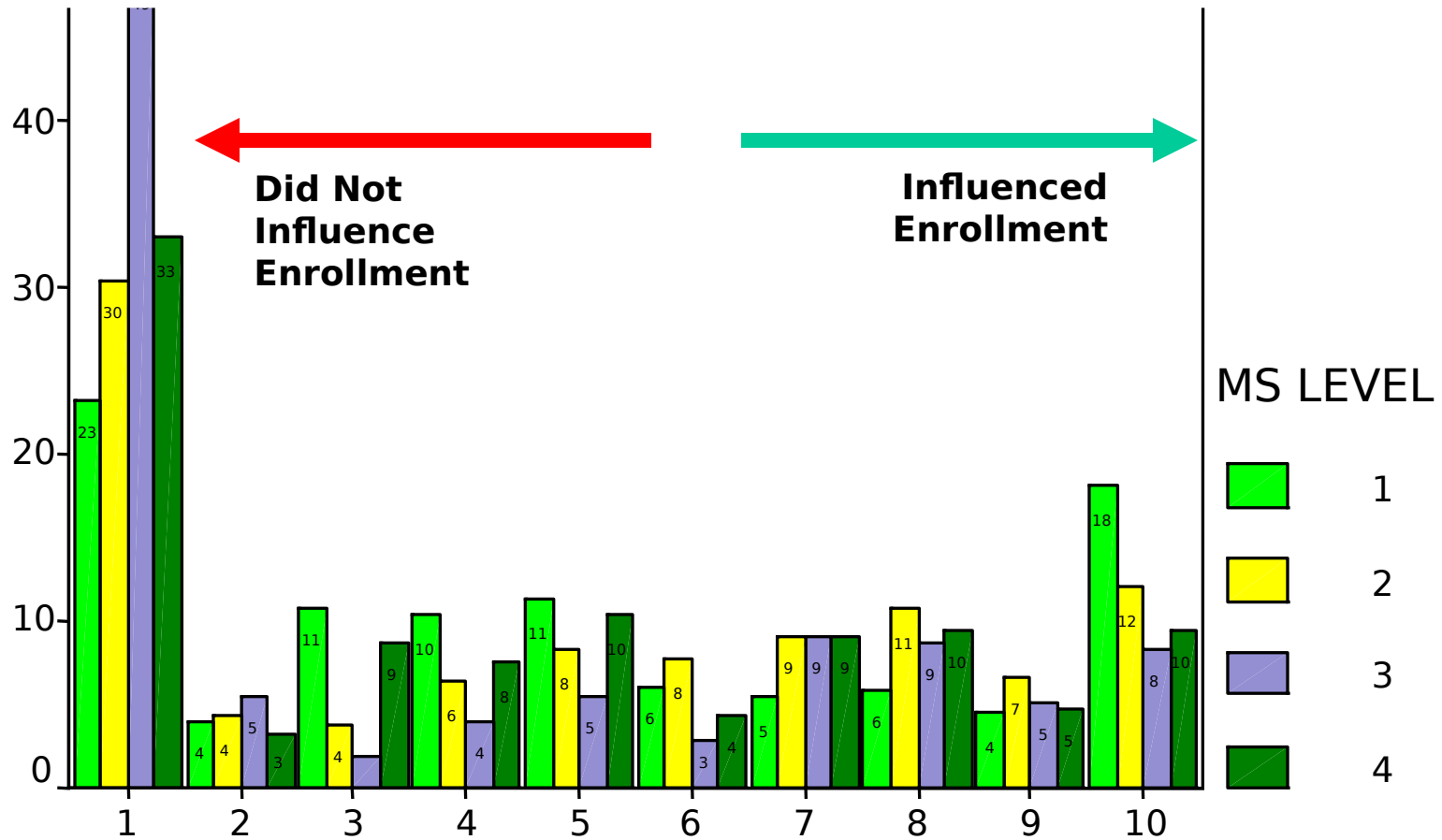
## Cadre Influenced Me to Stay in ROTC

MSLEVEL: 4



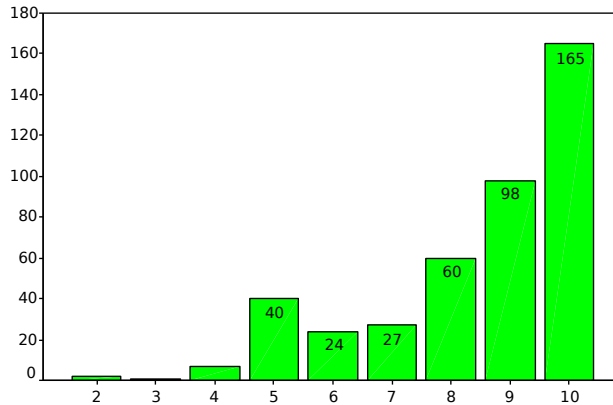


# Majority of Cadets Say Contact with Cadre Did Not Help With Decision to Enroll



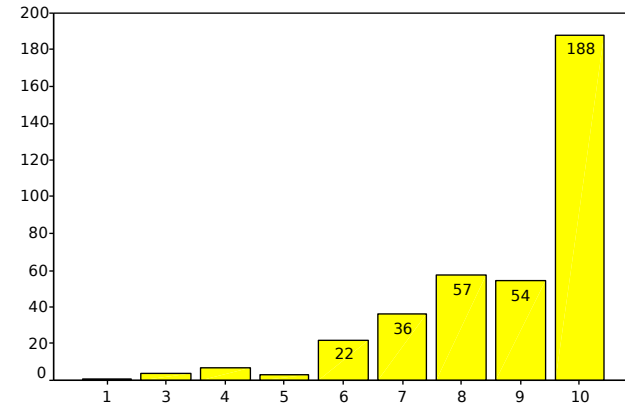
### Active Duty Instructors Are Better

MSLEVEL: 1



### Active Duty Instructors Are Better

MSLEVEL: 2

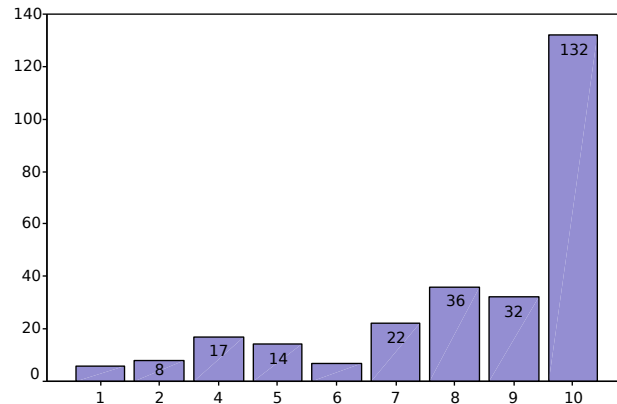


### MS Levels Agreed that Active Duty Instructors and Cadets Give a Better View of the Military

		Active duty better
Spearman's rho MS LEVEL	Correlation Coefficient	<b>.053</b>
	Sig. (2-tailed)	<b>.052</b>
	N	<b>1337</b>

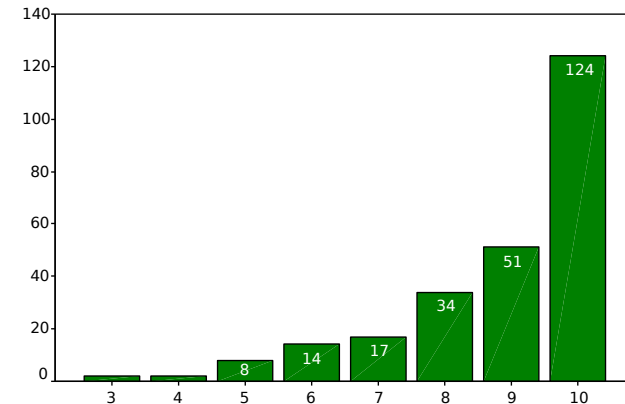
### Active Duty Instructors Are Better

MSLEVEL: 3



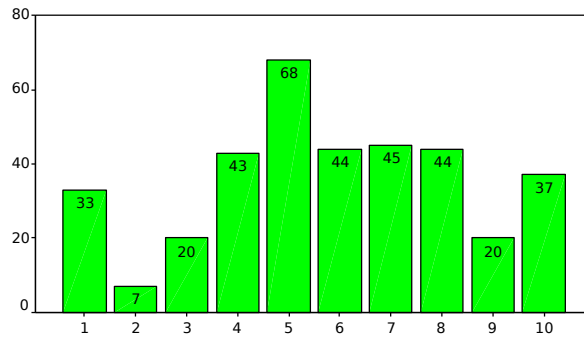
### Active Duty Instructors Are Better

MSLEVEL: 4



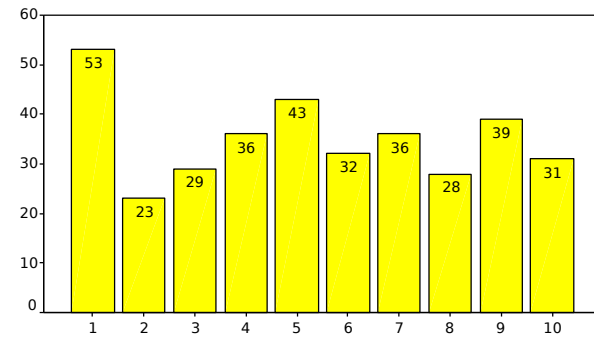
Contracted/Retired Instructors Would Make N  
Difference In Decision to Remain in Army RO

MSLEVEL: 1



Contracted/Retired Instructors Would Make N  
Difference In Decision to Remain in Army RO

MSLEVEL: 2

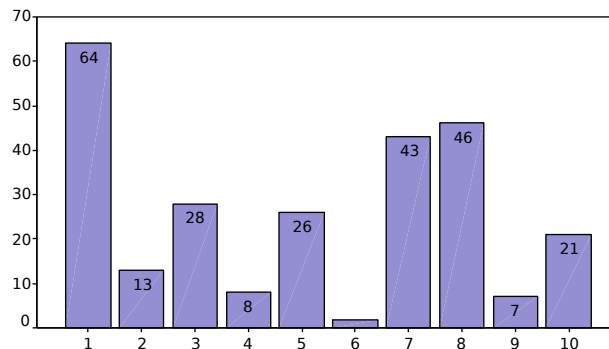


**IS3 and MS4 Cadets Disagreed More Strongly with the Statement, "If the instructors were not active duty military (civilian or retired military), it would make no difference in my decision to remain in Army ROTC."**

		Contracted/retired no difference in decision to remain in Army ROTC
Spearman's rho MS LEVEL	Correlation Coefficient	-.132
	Sig. (2-tailed)	.000
	N	1217

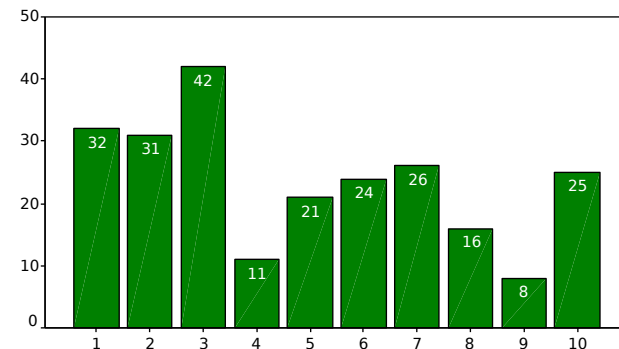
Contracted/Retired Instructors Would Make N  
Difference In Decision to Remain in Army RO

MSLEVEL: 3



Contracted/Retired Instructors Would Make N  
Difference In Decision to Remain in Army RO

MSLEVEL: 4

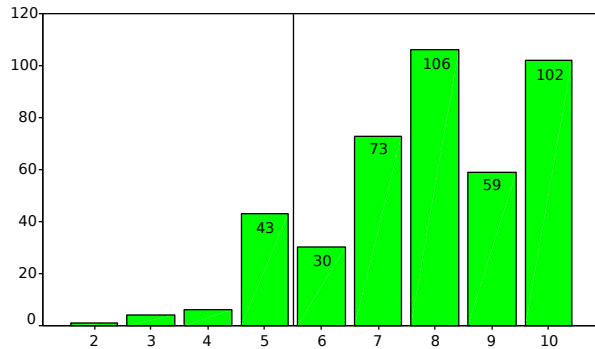


## **Cadet View of ROTC Instruction:**

- Compared to Other Courses
- Positive Opinions About ROTC Instruction
- Negative Opinions About ROTC Instruction
- General Views of ROTC Courses

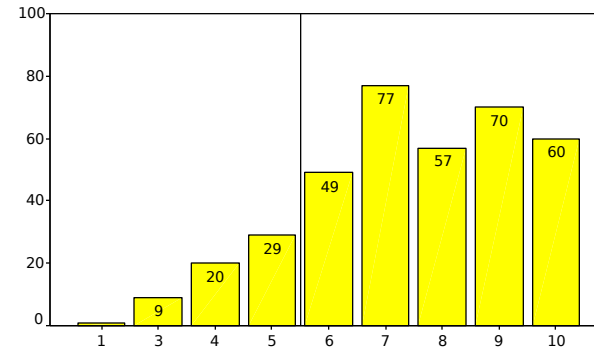
In Comparison With Other Courses ROTC Instruction  
Is Far Worse (1) to Far Better (10)

MSLEVEL: 1



In Comparison With Other Courses ROTC Instruction  
Is Far Worse (1) to Far Better (10)

MSLEVEL: 2

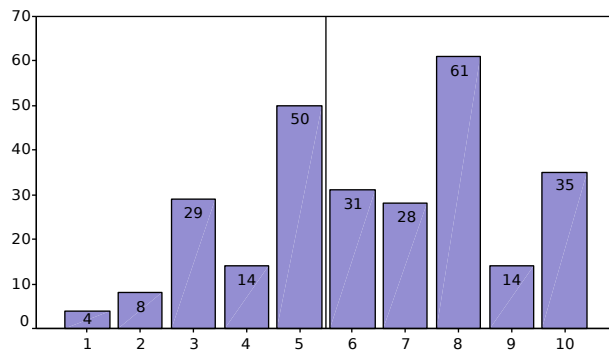


and lesser extent MS4s) Less Likely to See ROTC Instruction Better Than Other College Courses

			ROTC Instruction Compared to Other Courses
Spearman's rho	MS LEVEL	Correlation Coefficient	-.187
		Sig. (2-tailed)	.000
		N	1337

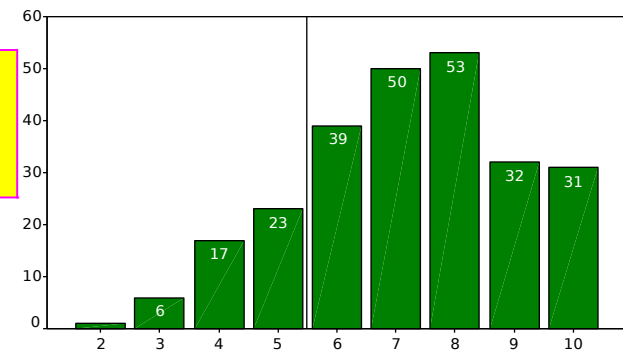
In Comparison With Other Courses ROTC Instruction  
Is Far Worse (1) to Far Better (10)

MSLEVEL: 3



In Comparison With Other Courses ROTC Instruction  
Is Far Worse (1) to Far Better (10)

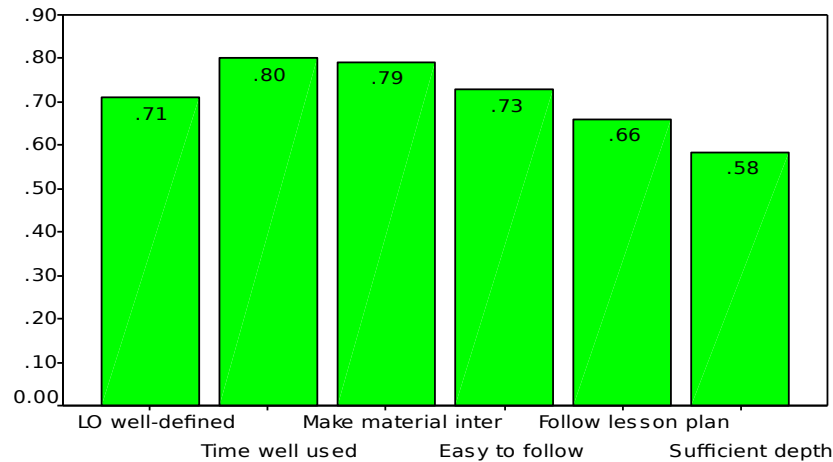
MSLEVEL: 4



MS4s still less likely than MS1/2s to see ROTC as far better.

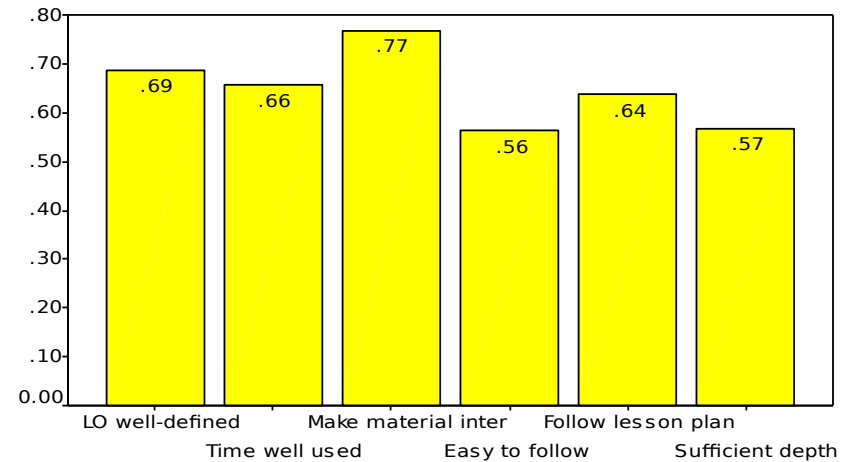
## Positive Opinions About Instruction

MSLEVEL: 1



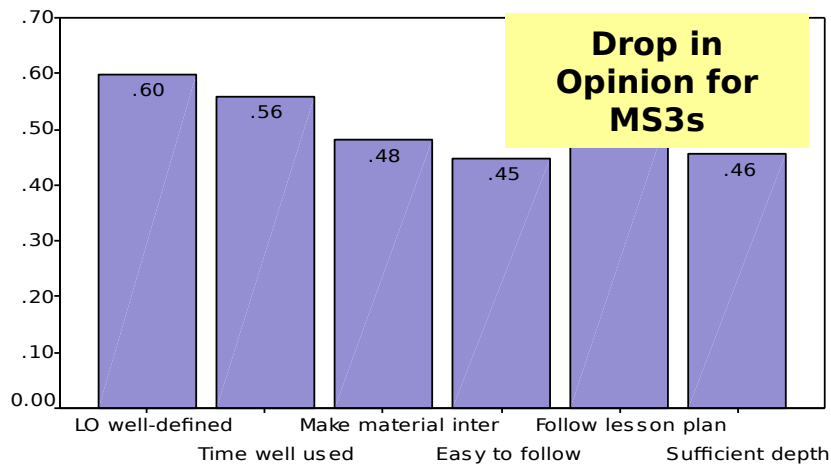
## Positive Opinions About Instruction

MSLEVEL: 2



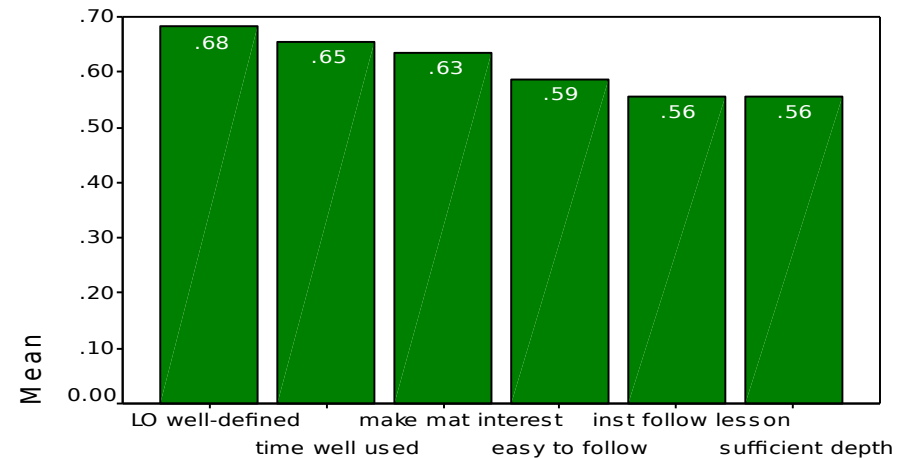
## Positive Opinions About Instruction

MSLEVEL: 3

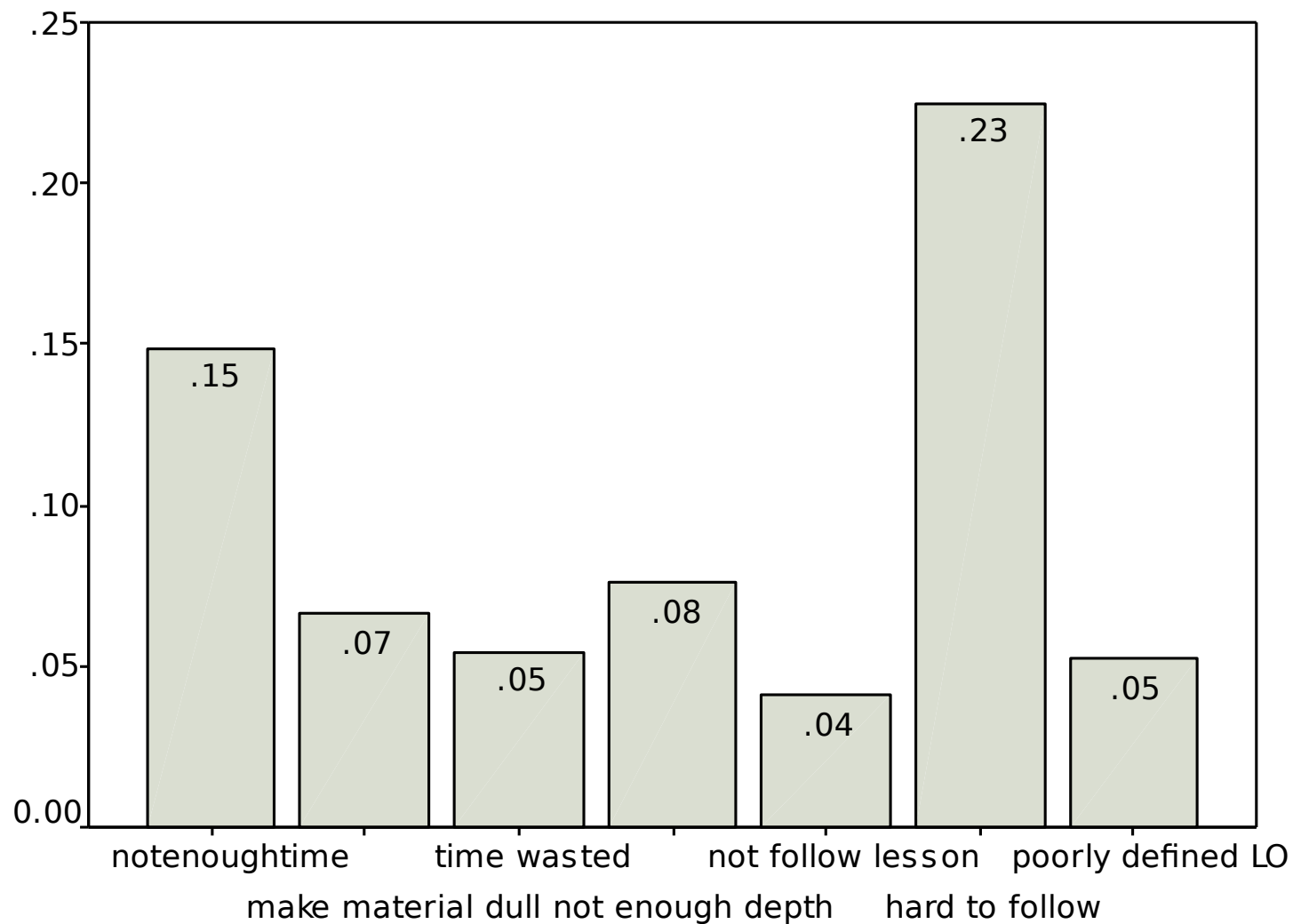


## Positive Opinions About Instruction

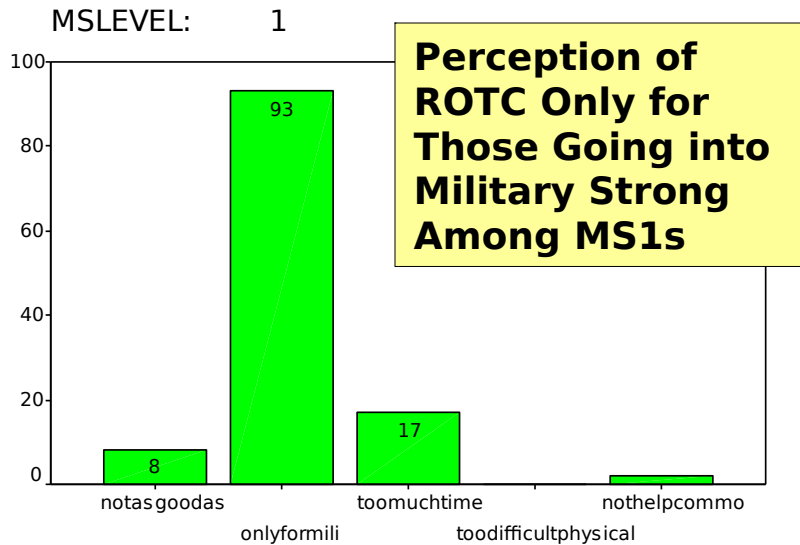
MSLEVEL: 4



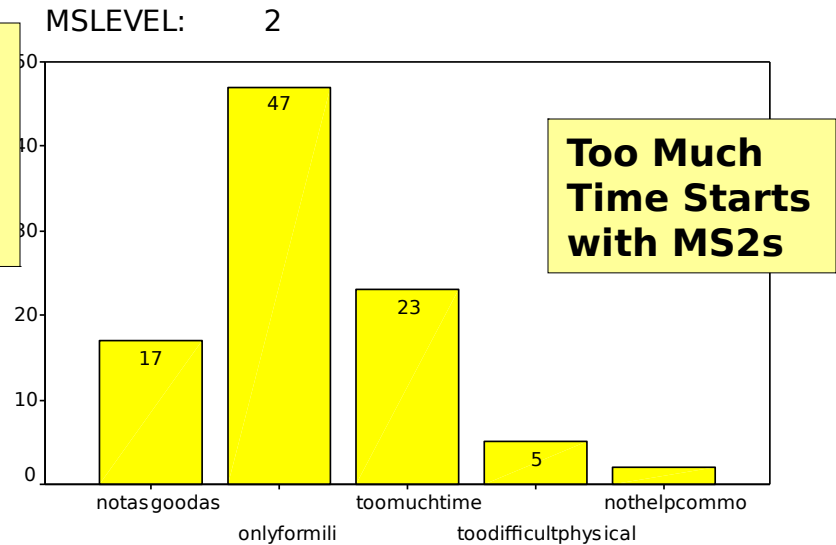
## Negative Attitudes Toward ROTC Instruction



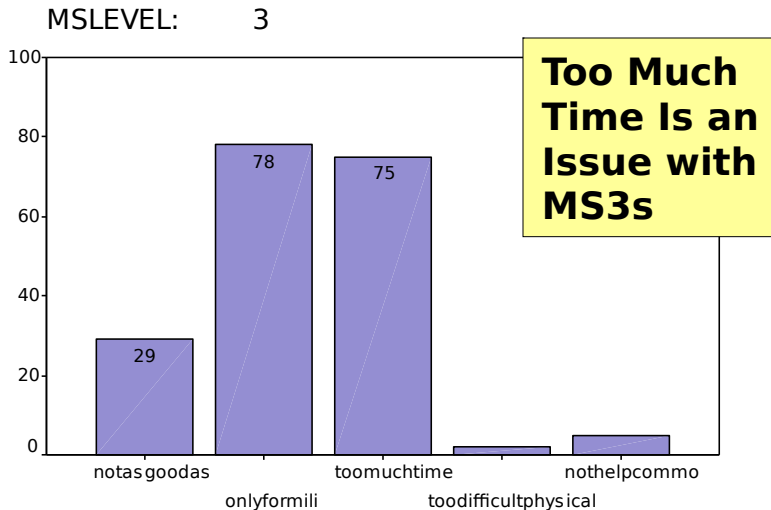
## Negative Views of ROTC



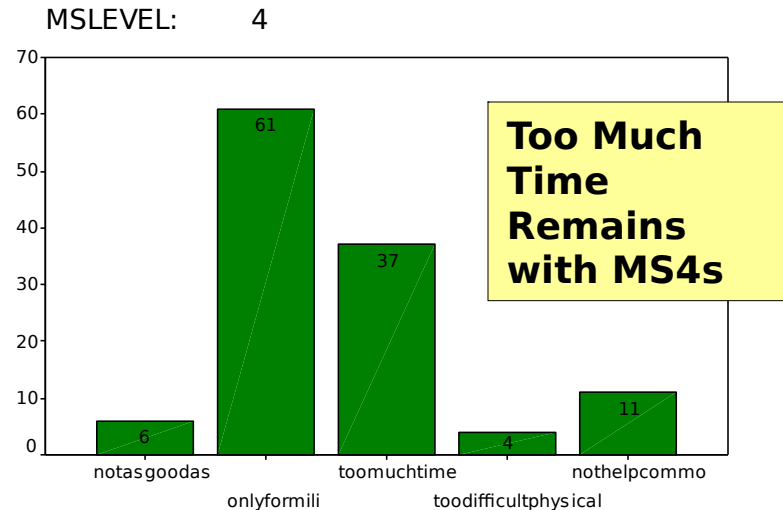
## Negative Views of ROTC



## Negative Views of ROTC



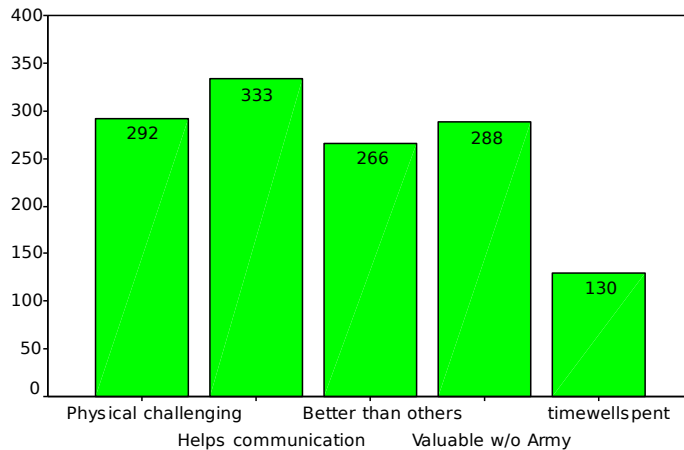
## Negative Views of ROTC





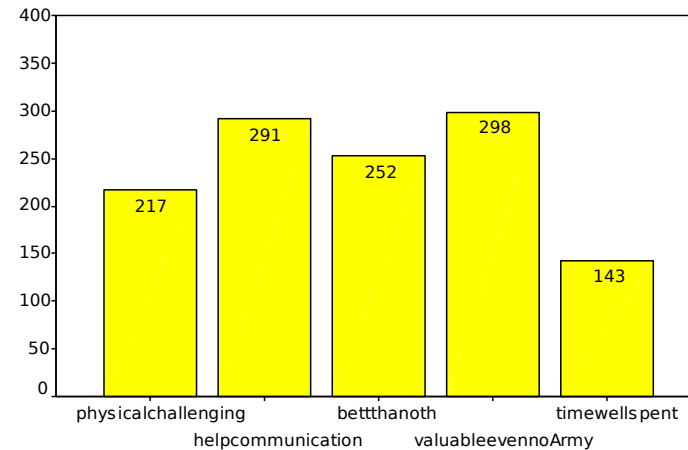
### Positive Views of ROTC

MSLEVEL: 1



### Positive Views of ROTC

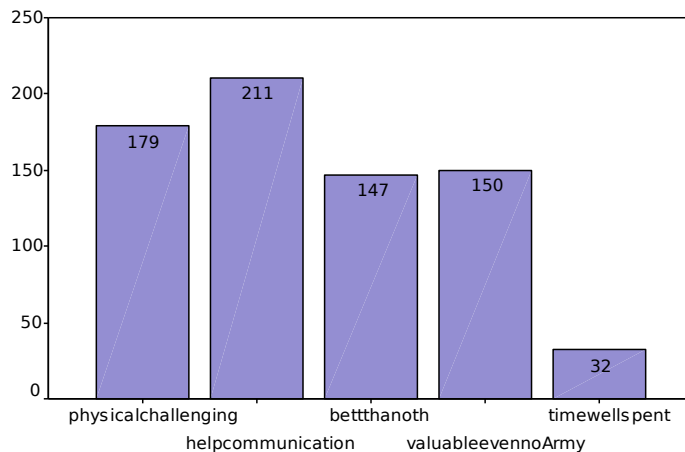
MSLEVEL: 2



Some concern exists among all cadets about “time well spent”

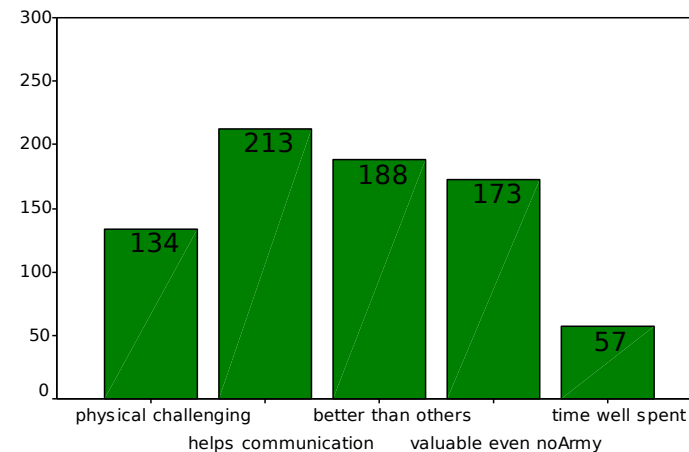
### Positive Views of ROTC

MSLEVEL: 3



### Positive Views of ROTC

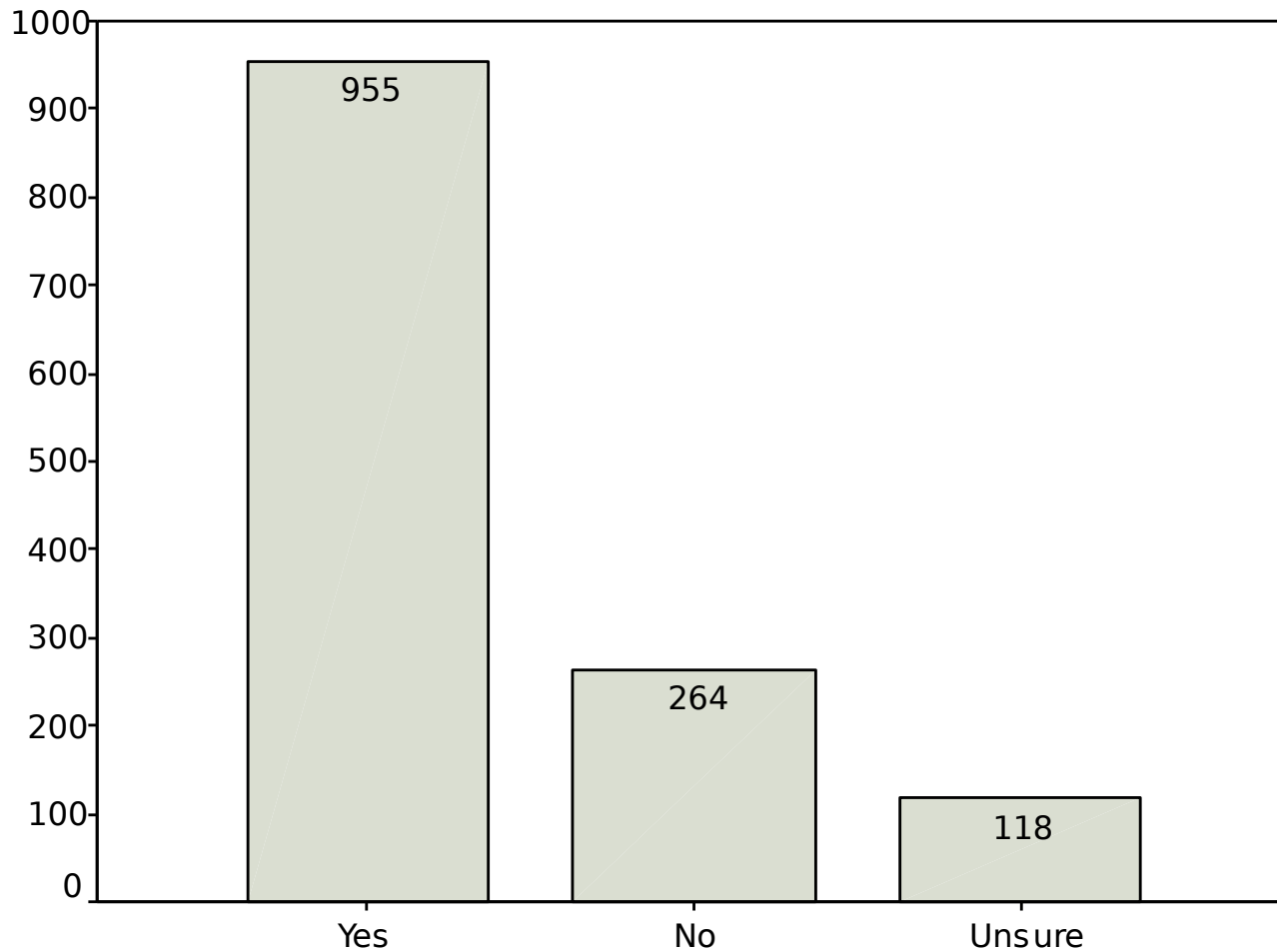
MSLEVEL: 4



## **Retention:**

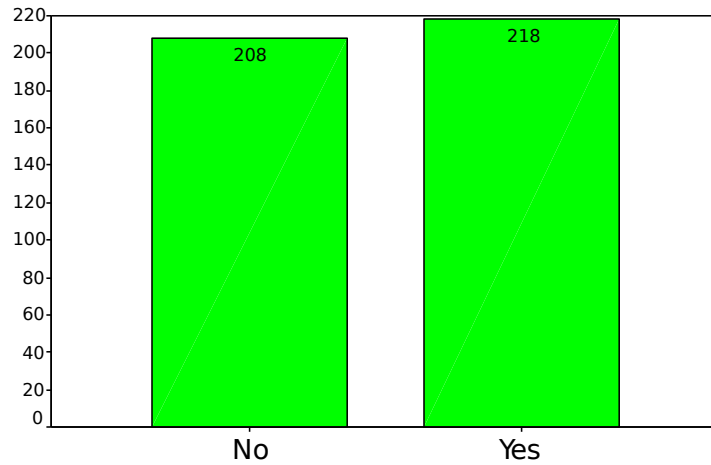
- Will Continue Next Semester
- Will Continue to Commission
- When Cadet Decided to Participate

## Will Enroll Next Semester



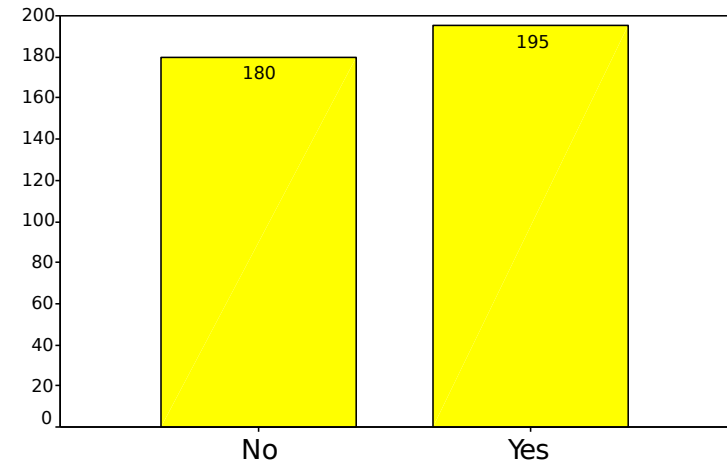
### Will Continue To Commission

MSLEVEL: 1



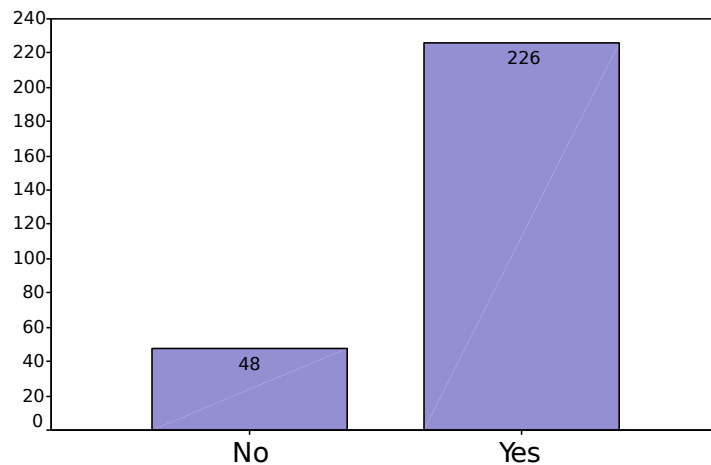
### Will Continue To Commission

MSLEVEL: 2



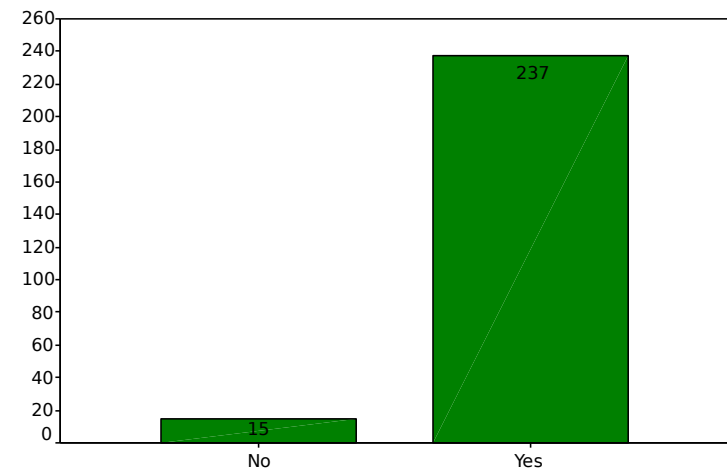
### Will Continue To Commission

MSLEVEL: 3

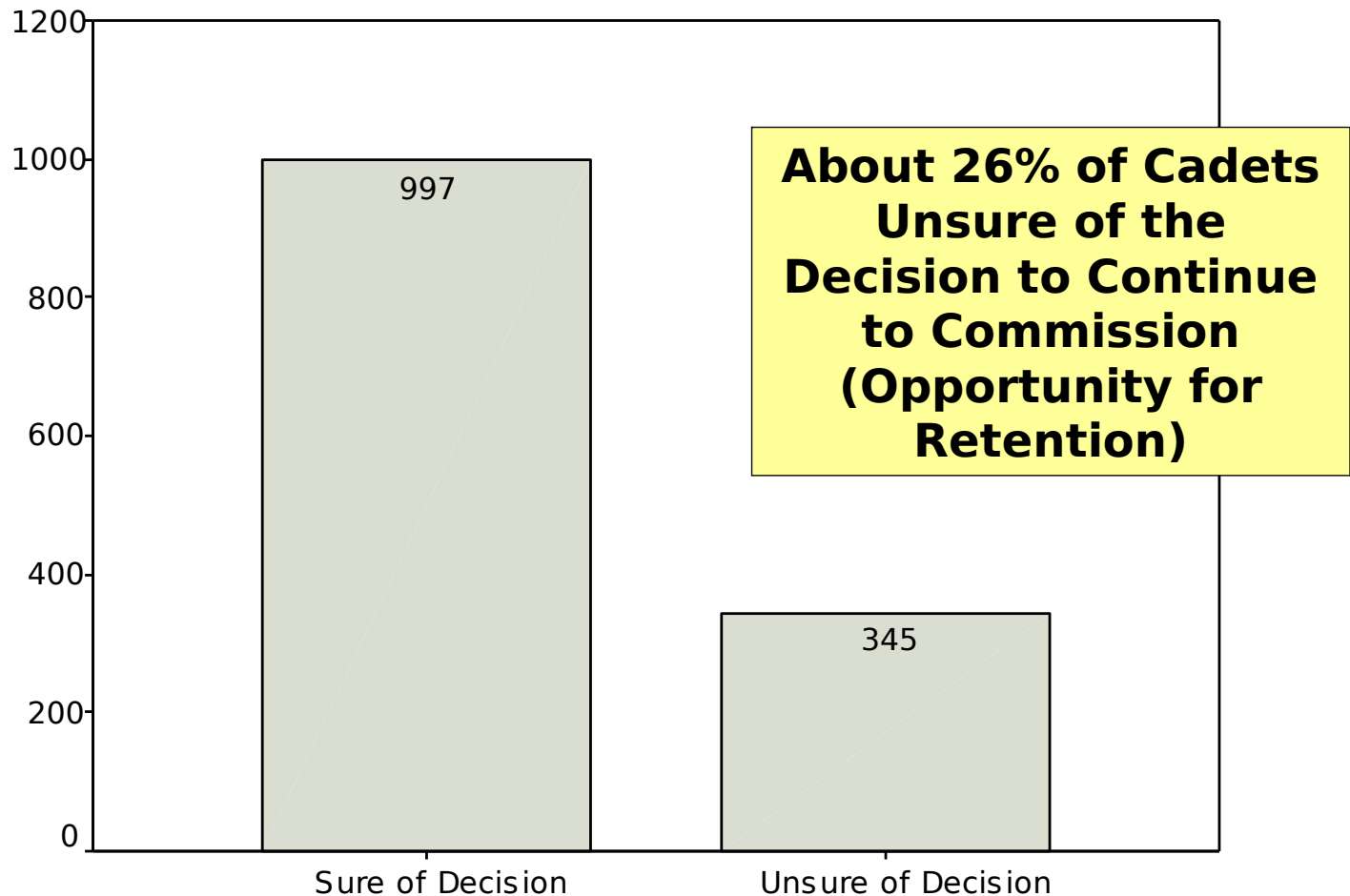


### Will Continue To Commission

MSLEVEL: 4



## Will Continue To Commission



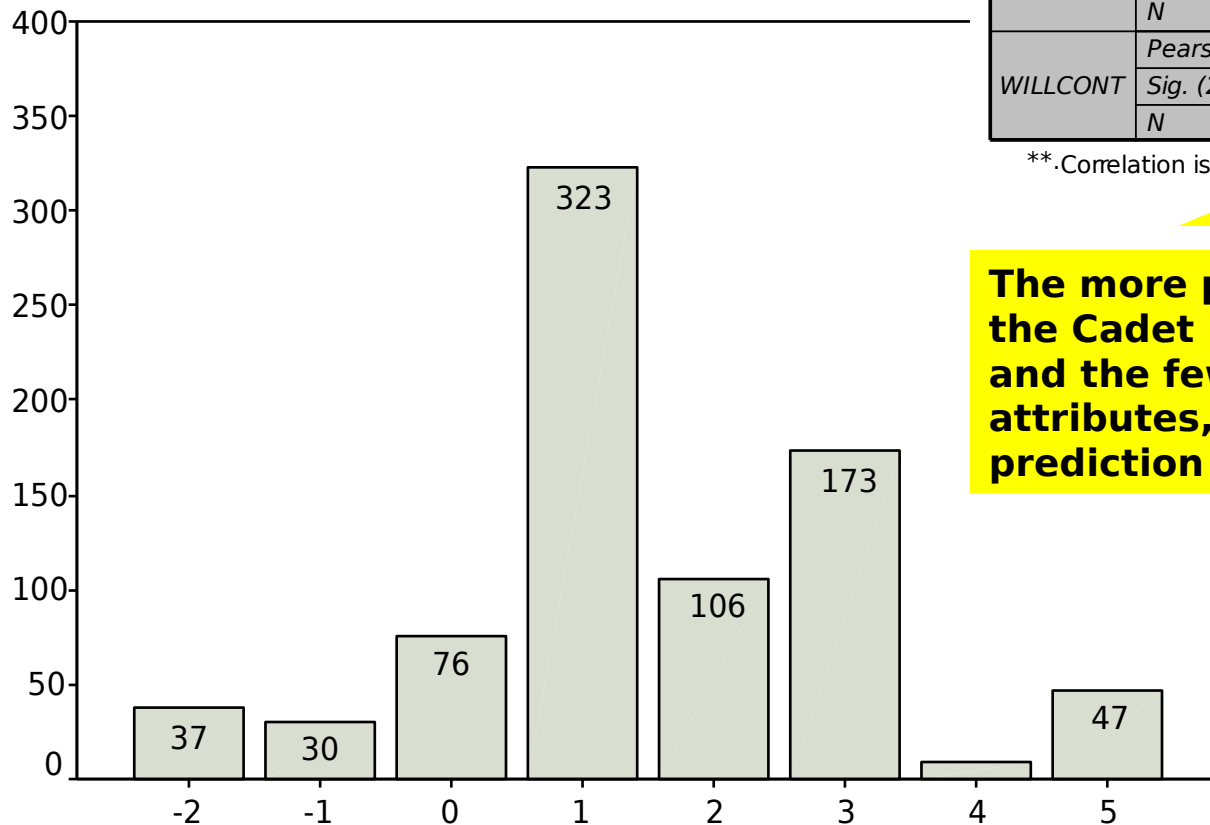
# Positive Versus Negative Attitude

## MS1-2 Beliefs About ROTC

Correlations

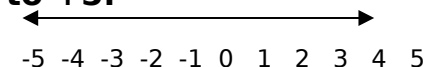
		POS_NEG	WILLCONT
POS_NEG	Pearson Correlation	<b>1.000</b>	<b>.235**</b>
	Sig. (2-tailed)	<b>.</b>	<b>.000</b>
	N	<b>801</b>	<b>801</b>
WILLCONT	Pearson Correlation	<b>.235**</b>	<b>1.000</b>
	Sig. (2-tailed)	<b>.000</b>	<b>.</b>
	N	<b>801</b>	<b>801</b>

\*\*Correlation is significant at the 0.01 level (2-tailed).



**The more positive attributes the Cadet identifies with ROTC and the fewer negative attributes, the greater the prediction of continuing ROTC.**

**Positive Results on Scale Indicate Positive Attitude Toward ROTC. Note: Scale from -5 to +5.**



## Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
9	<b>.540</b>	<b>.291</b>	<b>.272</b>	<b>.32</b>	<b>1.719</b>

i. Predictors: (Constant), GETSCHOL, likemomow, HOURS12, othnodifference, CLASINST, CLASSROOM, interestuseful, EXCITING, closetohome

j. Dependent Variable: WLLCONT

### ANOVA Predictors to the MS2 Cadet Plans to Stay in ROTC

Model		Sum of Squares	df	Mean Square	F	Sig.
9	Regression	<b>14.664</b>	<b>9</b>	<b>1.629</b>	<b>15.515</b>	<b>.000</b>
	Residual	<b>35.705</b>	<b>340</b>	<b>.105</b>		
	Total	<b>50.369</b>	<b>349</b>			

i. Predictors: (Constant), GETSCHOL, likemomow, HOURS12, othnodifference, CLASINST, CLASSROOM, interestuseful, EXCITING, closetohome

j. Dependent Variable: WLLCONT

### Coefficients Predictors to the MS2 Cadet Plans to Stay in ROTC

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
9	(Constant)	<b>.649</b>	<b>.092</b>		<b>7.053</b>	<b>.000</b>
	<b>Got a Scholarship</b>	<b>.161</b>	<b>.040</b>	<b>.194</b>	<b>3.988</b>	<b>.000</b>
	<b>Like ROTC More Now</b>	<b>5.116E-02</b>	<b>.010</b>	<b>.388</b>	<b>5.985</b>	<b>.000</b>
	Number of Hours Worked	<b>5.959E-03</b>	<b>.002</b>	<b>-.185</b>	<b>-3.773</b>	<b>.000</b>
	Contracted Cadre Makes No Difference	<b>2.122E-02</b>	<b>.006</b>	<b>.164</b>	<b>3.431</b>	<b>.001</b>
	<b>Classroom Activities (Hands On)</b>	<b>.287</b>	<b>.072</b>	<b>.195</b>	<b>3.969</b>	<b>.000</b>
	Classroom Instruction	<b>-.142</b>	<b>.044</b>	<b>-.152</b>	<b>-3.214</b>	<b>.001</b>
	Both Interesting and Useful	<b>4.313E-02</b>	<b>.013</b>	<b>-.211</b>	<b>-3.320</b>	<b>.001</b>
	Exciting	<b>.154</b>	<b>.049</b>	<b>.167</b>	<b>3.156</b>	<b>.002</b>
	Close to Home	<b>-.126</b>	<b>.041</b>	<b>-.153</b>	<b>-3.105</b>	<b>.002</b>

a. Dependent Variable: WLLCONT

MS2 Cadets positively impacted by course improvements MS1 to MS2 year, cadets with scholarships and those favoring hands on class activities are most likely to contract. Classroom instruction and working detract from decision to contract.

## Cadre Have Larger Impact on Remaining in ROTC than Scholarships

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	<b>.261<sup>a</sup></b>	<b>.068</b>	<b>.066</b>	<b>.37</b>

a. Predictors: (Constant), CADRE Perceptions, Getting a Scholarship

### Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	<b>.505</b>	<b>.053</b>		<b>9.485</b>	<b>.000</b>
	CADRE7	<b>1.221E-02</b>	<b>.002</b>	<b>.197</b>	<b>6.638</b>	<b>.000</b>
	GETSCHOL	<b>.152</b>	<b>.024</b>	<b>.191</b>	<b>6.316</b>	<b>.000</b>
	SCHOLAR7	<b>6.155E-03</b>	<b>.003</b>	<b>-.060</b>	<b>-1.973</b>	<b>.049</b>

a. Dependent Variable: WLLCONT

### Excluded Variables

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	SCHOLAR7	<b>-.022</b>	<b>-.713</b>	<b>.476</b>	<b>-.022</b>	<b>.994</b>
	GETSCHOL	<b>.179</b>	<b>6.035</b>	<b>.000</b>	<b>.182</b>	<b>.997</b>

c. Dependent Variable: WLLCONT

Comparing all responses about scholarships (wanting a scholarship, getting a scholarship, and importance of scholarship to remaining in school) to all responses about the influence of cadre, cadre are more influential in the decision of the cadet to remain in Army ROTC.

While both cadre and scholarships are related to continuing, cadre are responsible for 70% of the prediction.

Therefore, the relationship between perception of cadre and remaining in ROTC is highly significant, accounting for far more of the decision process than scholarships.



**Model Summary MS3s and Above to Commission**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
4	<b>.373<sup>a</sup></b>	<b>.139</b>	<b>.133</b>	<b>.30</b>

d. Predictors: (Constant), indecisive, cadreinflu, happywcareer, morethanoriginally

**ANOVA<sup>e</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
4	Regression	<b>7.953</b>	<b>4</b>	<b>1.988</b>	<b>21.646</b>	<b>.000<sup>a</sup></b>
	Residual	<b>49.237</b>	<b>536</b>	<b>9.186E-02</b>		
	Total	<b>57.190</b>	<b>540</b>			

d. Predictors: (Constant), indecisive, cadreinflu, happywcareer, morethanoriginally

e. Dependent Variable: WLLCOMM

**Coefficients MS3s and Above to Commission**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	Wald	Sig.
4	(Constant)	<b>.916</b>	<b>.052</b>			
	Cadre indecisive	<b>-.575</b>	<b>.072</b>	<b>-.373</b>	<b>6.250</b>	<b>.012</b>
	Cadre influenced to Continue	<b>1.499E-02</b>	<b>.005</b>	<b>-.127</b>	<b>-3.070</b>	<b>.002</b>
	Cadre happy w/ career	<b>7.074E-02</b>	<b>.030</b>	<b>-.095</b>	<b>-2.358</b>	<b>.019</b>
	More to ROTC than I originally thought	<b>1.405E-02</b>	<b>.006</b>	<b>.099</b>	<b>2.348</b>	<b>.019</b>

a. Dependent Variable: WLLCOMM

**Indecisiveness of Cadre most critical consideration for MS3 Cadets NOT continuing to commission. Cadre most important factor overall. Cadre cannot strongly impact positively MS3s, and MS4s but can negatively impact their commissioning.**

# Continuing MS1 Cadets - 97% Accuracy of Prediction

**Model Summary: MS1s Who Will Continue - 48th Iteration - Stepwise**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
48	<b>.970<sup>vv</sup></b>	<b>.941</b>	<b>.932</b>	<b>.12</b>

vv. Predictors: (Constant), seeaftercomm, alwayswantoff, RESPECT, notenoughtime, PT, makematdull, nothelpothcourse, rolemodel, concem4me, collegecourse, basisunder, timewasted, GOTSCHOL, notworkwith, wantschol, Contwcadrehelpedenroll, liketoworkwith, DULL, EXCITING, dissatwithArmy, indecisive, poordefLO, notchallenge, prepareofficer, notfollowlesson, optionoff, NOTGETSC, instfollowlesson, confident, SUBPE, KNOWMORE, notenoughdepth, challenging, recruitnotteach, FIELDEX, Interesting, makematinterest, NOTEJOY, legcareer, timeneedanswer, Comparedtoother, othnodifference, cadreinflu, futurecareer

**ANOVA MS1s who will continue<sup>ww</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
48	Regression	<b>66.727</b>	<b>44</b>	<b>1.517</b>	<b>113.845</b>	<b>.000000<sup>vv</sup></b>
	Residual	<b>4.209</b>	<b>316</b>	<b>1.332E-02</b>		
	Total	<b>70.936</b>	<b>360</b>			

vv. Predictors: (Constant), seeaftercomm, alwayswantoff, RESPECT, notenoughtime, PT, makematdull, nothelpothcourse, rolemodel, concem4me, collegecourse, basisunder, timewasted, GOTSCHOL, notworkwith, wantschol, Contwcadrehelpedenroll, liketoworkwith, DULL, EXCITING, dissatwithArmy, indecisive, poordefLO, notchallenge, prepareofficer, notfollowlesson, optionoff, NOTGETSC, instfollowlesson, confident, SUBPE, KNOWMORE, notenoughdepth, challenging, recruitnotteach, FIELDEX, Interesting, makematinterest, NOTENJOY, legcareer, timeneedanswer, Comparedtoother, othnodifference, cadreinflu, futurecareer

ww Dependent Variable: WILLCONT

**MS1 cadet responses are strongly related to their own prediction of continuing in Army ROTC**

**Coefficients MS1 Only to stay enrolled**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.289	.102		-2.840	.005
Wants to see cadre after commission	.407	.024	.454	16.680	.000
Always wanted to be an officer	.310	.023	.323	13.529	.000
Respect Cadre	-.420	.035	-.277	-12.064	.000
Not enough time for instruction	-.270	.031	-.178	-8.668	.000
PT Favorite Activity	5.086E-02	.035	.041	1.719	.087
Cadre make material seem dull	-.860	.068	-.302	12.671	.000
Cadre not helpful with other courses	-.645	.045	-.333	-14.325	.000
Cadre is a role model	.115	.007	.507	16.501	.000
Cadre Seem Unconcern about Me	-.431	.026	-.466	-16.877	.000
Course content helps with other college courses	1.80E-02	.005	.338	13.229	.000
Cadre provides a good basis to understand Classroom Time Is Wasted	-.594	.043	-.284	-13.817	.000
Got a Scholarship	-.1472	.113	-.348	-13.029	.000
notworkwith	.385	.025	.377	15.631	.000
I wanted a scholarship	3.500E-02	.085	-.032	1.018	.000
Contact w/ cadre helped decision to enroll	.100	.023	.104	4.344	.000
Cadre are people I like to work with	1.775E-02	.003	-.131	-5.820	.000
ROTC is Dull	.251	.028	.256	8.938	.000
Exciting	-.327	.047	-.176	-7.012	.000
Cadre appear satisfied with the Army	-.461	.042	-.432	-10.934	.000
Cadre appear indecisive	.373	.070	.107	5.324	.000
Instruction has poorly defined Learning Obj	.685	.063	.197	10.902	.000
ROTC is not challenging	1.037	.167	.174	6.226	.000
ROTC prepares for career as an Army officer	.428	.046	.226	9.348	.000
Instructors do not follow lesson plan	3.490E-02	.011	.208	8.047	.000
Enrolled for the option to become an officer	-.510	.059	-.180	-8.699	.000
Did not get scholarship	4.498E-02	.021	-.050	-2.102	.036
Instructors follow lesson plan	.119	.026	.122	4.625	.000
Cadre are confident	.185	.022	.199	8.326	.000
Took ROTC as substitute for PE	.216	.036	.175	5.960	.000
Enrolled - wanted to know more about Army	-.205	.034	-.122	-5.959	.000
Instruction not in enough depth	-.187	.023	-.203	-8.101	.000
ROTC is challenging	.353	.064	.137	5.554	.000
Cadre interested in recruiting	.156	.023	.158	6.664	.000
Favorite thing is FTX	.104	.049	.045	2.131	.034
Material is Interesting	6.038E-02	.021	-.068	-2.871	.004
Cadre make material interesting	.175	.036	.180	4.815	.000
Do not enjoy ROTC	6.566E-02	.029	-.059	-2.296	.022
Army Officer is a legitimate career	-.449	.179	-.053	-2.511	.013
Cadre take time needed to answer questions	3.832E-02	.008	-.110	-4.815	.000
ROTC class better compared to other	.108	.025	.115	4.326	.000
Contract cadre no different	2.988E-02	.007	-.108	-4.358	.000
Cadre influenced cadet to remain enrolled	1.401E-02	.004	.080	3.197	.002
ROTC helps with future career	1.152E-02	.004	.082	2.614	.009
	2.430E-02	.008	-.074	-2.869	.004

a. Dependent Variable: WILLCONT

## Strong Positive Relationships:

- ✓ Cadre Is a Role Model
- ✓ Would Like to See Cadre After College
- ✓ Got a Scholarship
- ✓ ROTC Content Helps with Other Courses
- ✓ Always Wanted to Be Army Officer
- ✓ Cadre Are People the Cadet Likes to Work With
- ✓ ROTC Is Not Challenging

## Strong Negative Relationships:

- ✓ Cadre Seem Unconcerned About Cadet
- ✓ ROTC Is Dull
- ✓ Classroom Time Is Wasted
- ✓ Cadre Not Helpful in Other College Coursework
- ✓ Cannot Respect Cadre
- ✓ Enrolled to Find Out More About the Army

## Model Summary MS1-3 Cadets to Continue ROTC - Cadre/Instruction Influence

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
15	<b>.500<sup>a</sup></b>	<b>.250</b>	<b>.241</b>	<b>.34</b>

a. Predictors: (Constant), CLASROOM, ADVENTUR, ENJOY, indecise, confident, liketoworkwith, recruitnotteach, interestuseful, PT, notenoughdepth, hard2follw, makematinterest, VALUABLE

**Information in survey explains about half of why cadets remain to Commission**

## ANOVA MS1-3 Cadets to Continue ROTC - Cadre/Instruction Influence

Model		Sum of Squares	df	Mean Square	F	Sig.
15	Regression	<b>39.869</b>	<b>13</b>	<b>3.067</b>	<b>27.080</b>	<b>.000<sup>a</sup></b>
	Residual	<b>119.594</b>	<b>1056</b>	<b>.113</b>		
	Total	<b>159.463</b>	<b>1069</b>			

a. Predictors: (Constant), CLASROOM, ADVENTUR, ENJOY, indecise, liketoworkwith, recruitnotteach, interestuseful, PT, notenoughdepth, hard2follw, makematinterest, VALUABLE

b. Dependent Variable: WILLCONT

## Coefficients MS1-3 Cadets to Continue ROTC - Cadre/Instruction Influence

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
15	(Constant)	<b>.618</b>	<b>.051</b>		<b>12.084</b>	<b>.000</b>
	Classroom Instruction	<b>-.249</b>	<b>.031</b>	<b>-.237</b>	<b>-8.100</b>	<b>.000</b>
	Adventure Training	<b>.175</b>	<b>.030</b>	<b>.166</b>	<b>5.748</b>	<b>.000</b>
	Enjoys ROTC	<b>3.996E-02</b>	<b>.026</b>	<b>.099</b>	<b>3.493</b>	<b>.000</b>
	Cadre Appear Indecisive	<b>-.235</b>	<b>.050</b>	<b>-.132</b>	<b>-4.715</b>	<b>.000</b>
	Cadre Are People I Like to Work With	<b>.158</b>	<b>.025</b>	<b>.195</b>	<b>6.245</b>	<b>.000</b>
	Cadre Interresting in Recruiting Not Teaching	<b>.178</b>	<b>.047</b>	<b>.106</b>	<b>3.770</b>	<b>.000</b>
	ROTC is both Interesting and Useful	<b>2.832E-02</b>	<b>.005</b>	<b>.157</b>	<b>5.337</b>	<b>.000</b>
	Like PT	<b>.111</b>	<b>.032</b>	<b>.098</b>	<b>3.459</b>	<b>.001</b>
	Instruction Is Not Covered In Enough Depth	<b>.130</b>	<b>.040</b>	<b>.090</b>	<b>3.257</b>	<b>.001</b>
	Instruction is Hard to Follow	<b>7.846E-02</b>	<b>.025</b>	<b>-.087</b>	<b>-3.187</b>	<b>.001</b>
	Instructors Make Material Interesting	<b>7.199E-02</b>	<b>.026</b>	<b>-.085</b>	<b>-2.725</b>	<b>.007</b>
	Subjects in ROTC are Valuable	<b>5.219E-02</b>	<b>.022</b>	<b>.066</b>	<b>2.384</b>	<b>.017</b>

a. Dependent Variable: WILLCONT

- Cadets who like classroom instruction as a means of learning are negative toward commissioning.
- Cadets liking adventure training is a positive indicator of commissioning.
- Cadre indecision exerts a negative influence on cadets' decisions to continue enrollment in Army ROTC.
- Cadre can exert a positive influence on cadets.
- Utility of learning important to cadets remaining until commissioning.

# A Slight Prediction to Retention Advantage to MS4 for Cadets Beginning in Freshmen Year

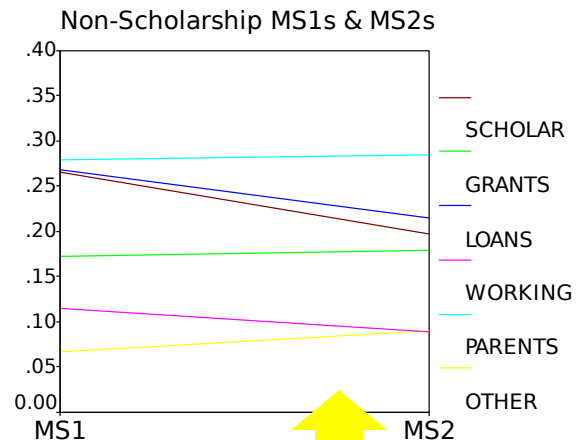
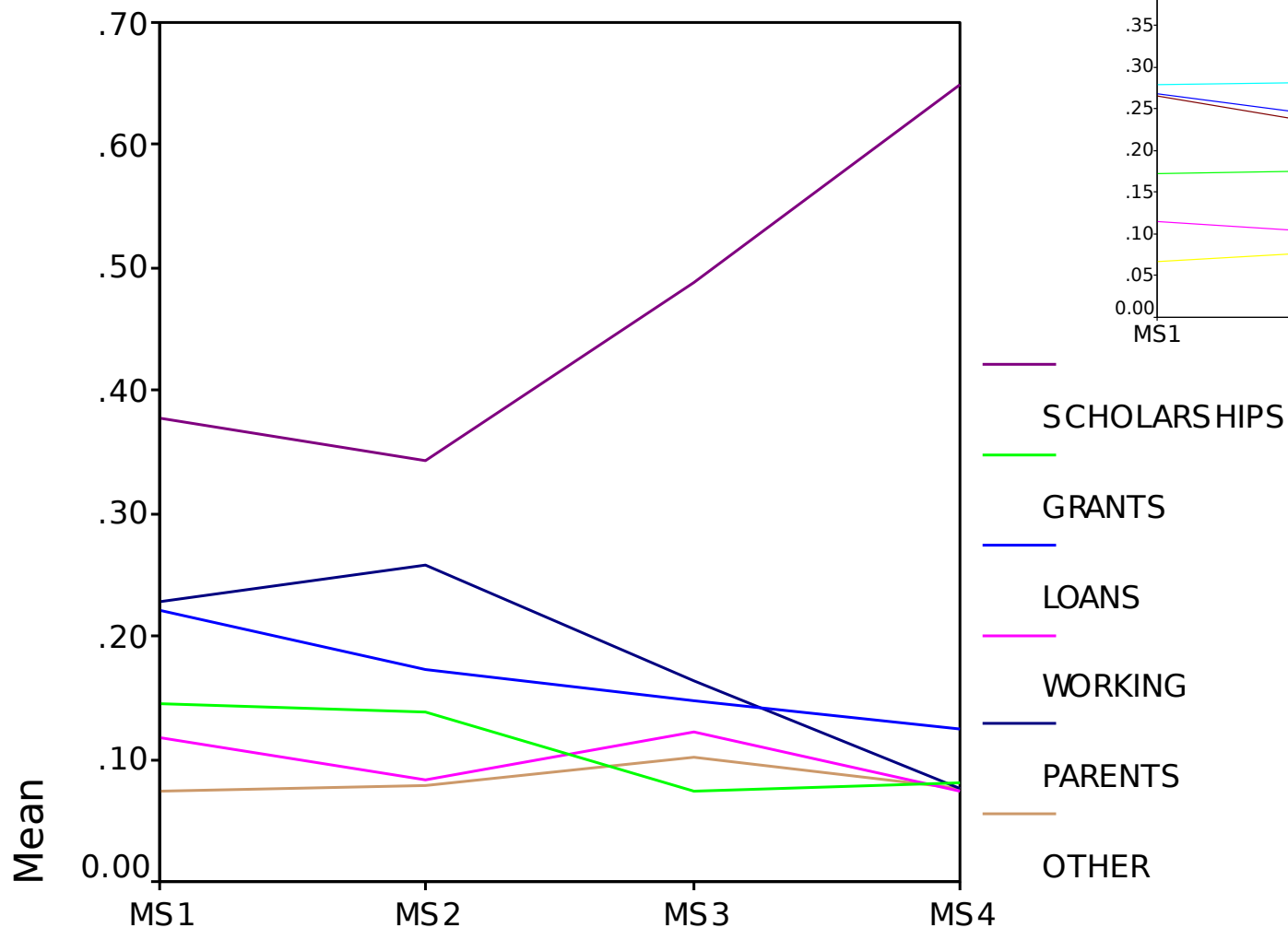
**StartROTC \* WILLCOMM Crosstabulation For MS4s**

		Will Commission		Total	
		No	Yes		
StartROTC	1	Count	11	171	182
		Expected Count	11.6	170.4	182.0
	2	Count	1	27	28
		Expected Count	1.8	26.2	28.0
	3	Count	5	52	57
		Expected Count	3.6	53.4	57.0
Total		Count	17	250	267
		Expected Count	17.0	250.0	267.0

## **Cadet Finances:**

- How Cadets Pay for School
- Cadets Working
- Relationship of Financing and Retention
- Stipend

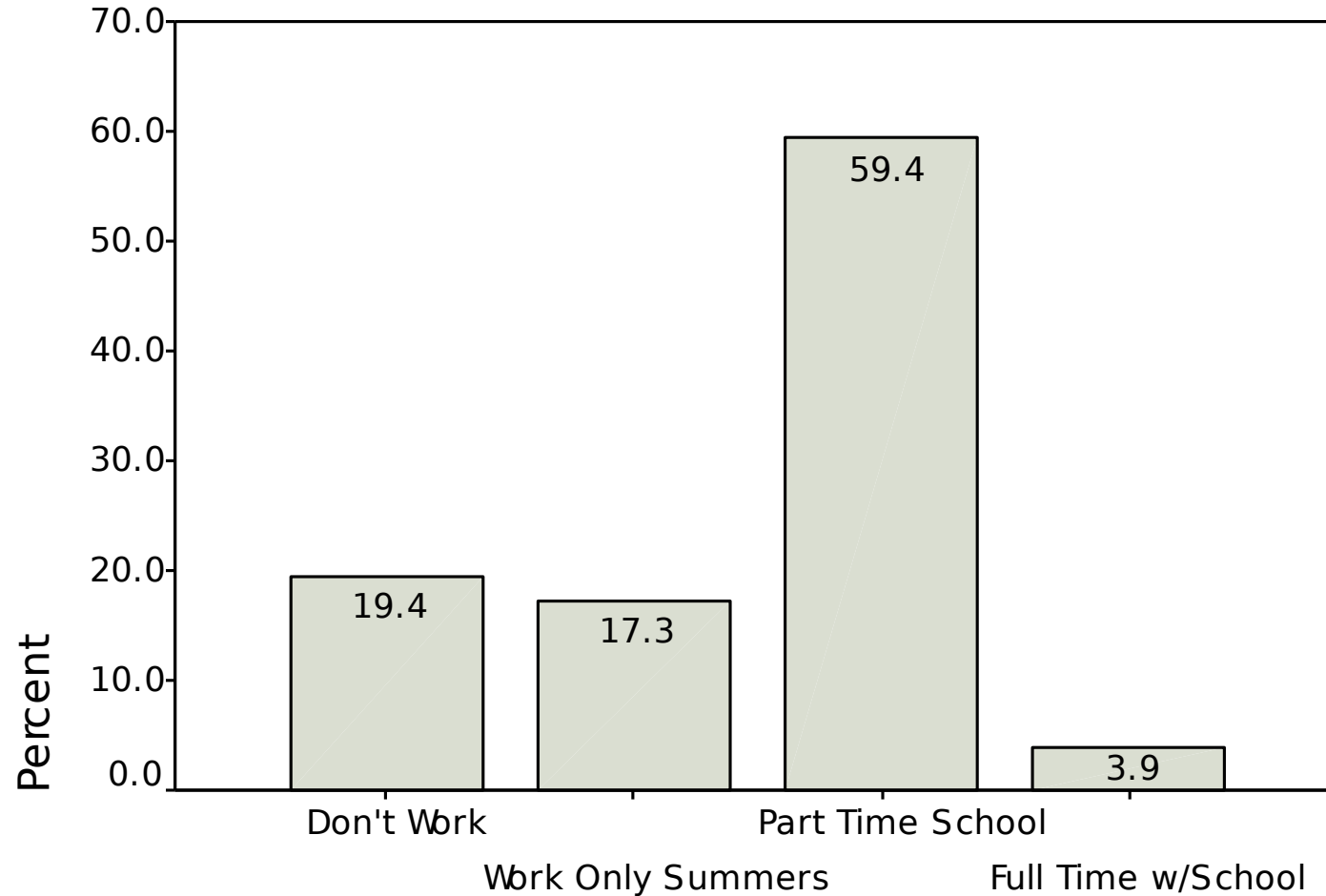
# How Cadets Pay for School



**27% of college costs for non-scholarship MS1 cadets paid by other scholarships**

# In 1999, 82% of Cadets Work

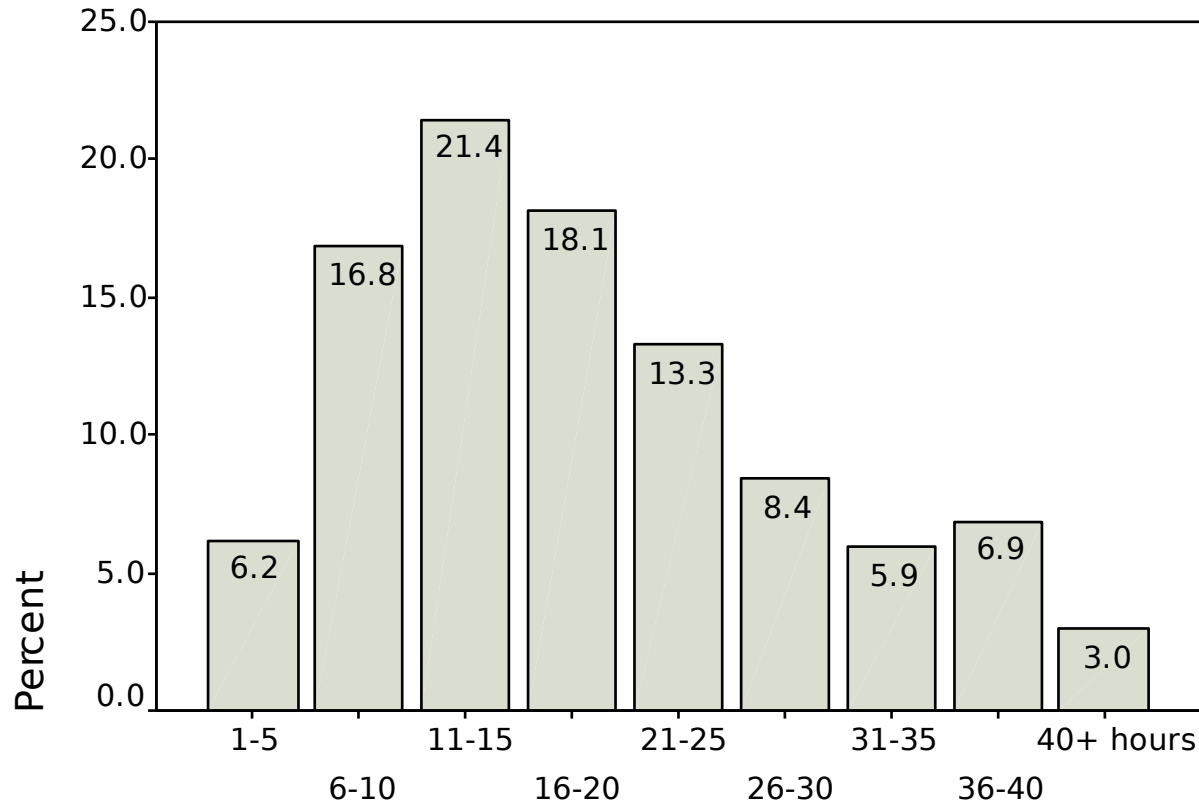
Over 64% of Cadets Work During School





# Number of Hours Cadets Work

During School Year



## HOURS PER WEEK CADETS WORK DURING THE SCHOOL YEAR

	N	Minimum	Maximum	Mean	Std. Deviation
<b>HOURS OF WORK PER WEEK</b>	<b>844</b>	<b>5</b>	<b>44</b>	<b>20.80</b>	<b>10.25</b>

# The More Cadets Pay for School with Loans, or Rely on Parents, the Greater the Chance of Not Continuing in ROTC

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	<b>.283<sup>a</sup></b>	<b>.080</b>	<b>.076</b>	<b>.45</b>

a. Predictors: (Constant), OTHER, PARENTS, LOANS, WORKING, GRANTS, SCHOLAR

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	<b>23.965</b>	<b>6</b>	<b>3.994</b>	<b>19.311</b>	<b>.000<sup>a</sup></b>
	Residual	<b>276.122</b>	<b>1335</b>	<b>.207</b>		
	Total	<b>300.087</b>	<b>1341</b>			

a. Predictors: (Constant), OTHER, PARENTS, LOANS, WORKING, GRANTS, SCHOLAR

b. Dependent Variable: WILLCOMM

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	<b>.645</b>	<b>.039</b>		<b>16.344</b>	<b>.000</b>
	SCHOLARSHIP	<b>.166</b>	<b>.045</b>	<b>.134</b>	<b>3.700</b>	<b>.000</b>
	GRANTS	<b>4.035E-02</b>	<b>.069</b>	<b>-.017</b>	<b>-.582</b>	<b>.561</b>
	LOANS	<b>-.211</b>	<b>.059</b>	<b>-.110</b>	<b>-3.593</b>	<b>.000</b>
	WORKING	<b>3.418E-02</b>	<b>.079</b>	<b>-.012</b>	<b>-.432</b>	<b>.666</b>
	PARENTS	<b>-.199</b>	<b>.056</b>	<b>-.112</b>	<b>-3.575</b>	<b>.000</b>
	OTHER	<b>.335</b>	<b>.064</b>	<b>.144</b>	<b>5.203</b>	<b>.000</b>

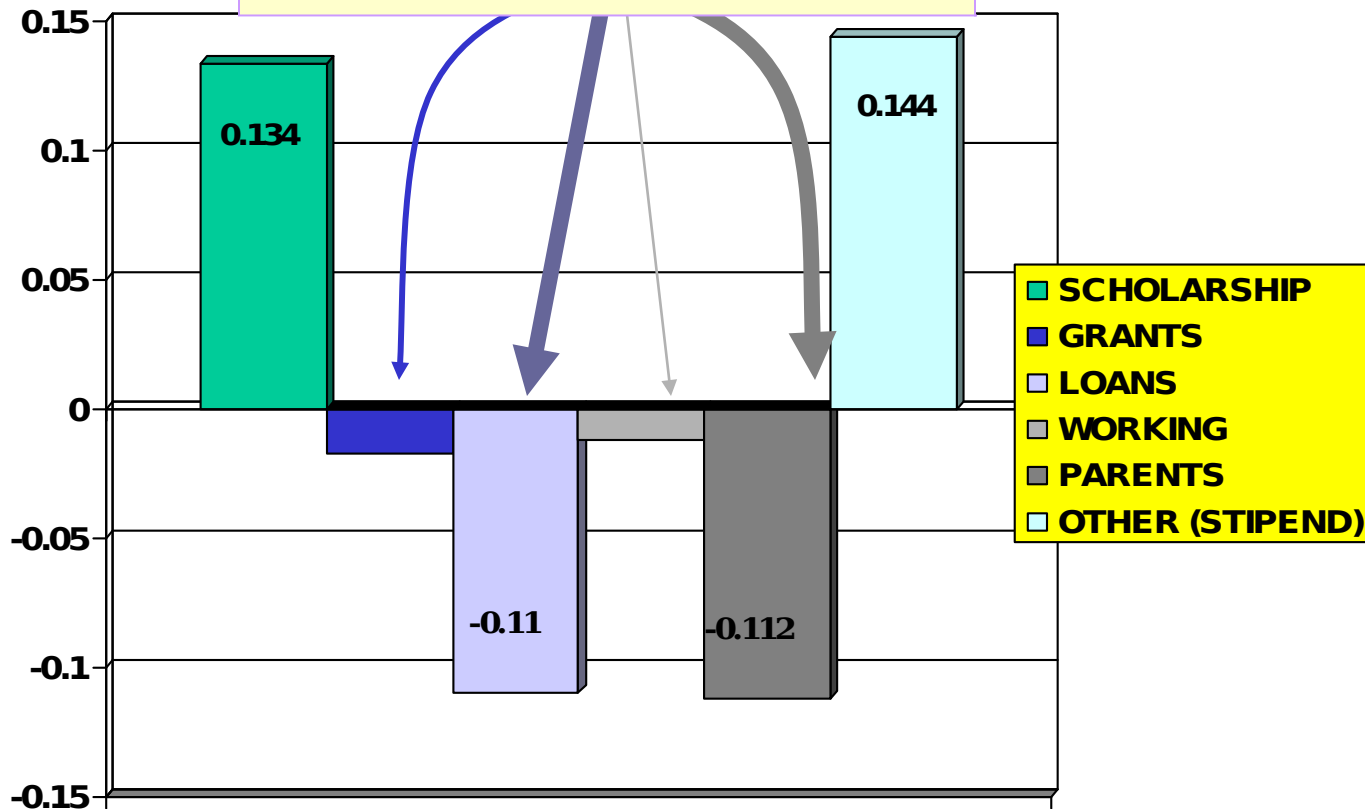
a. Dependent Variable: WILLCOMM

This is a critical result, since the implication is that if the cadet has found financing for school, he will not be as likely to contract to commission.

Few cadets who have found a way to pay for the first two years of school without an ROTC scholarship, will contract to get an ROTC scholarship. Reliance on 2-year scholarships may be problematic, in that the market is demonstrably restricted.

# Scholarships and Stipends Relate to Cadet Remaining

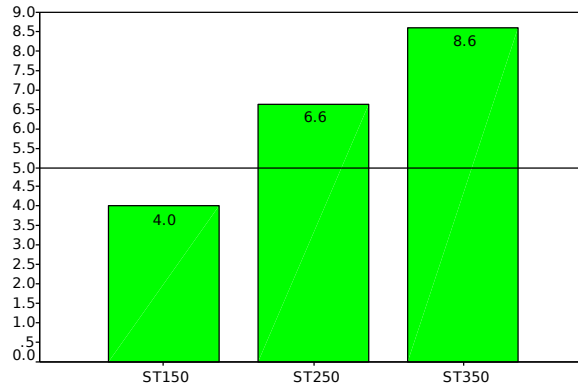
Cadets who pay for college by working, loans, grants or depend on their parents for college financing are not likely to remain to commission



# Gradual Increase in Interest in Remaining In ROTC Based on MS Year. Large Increase Based on Stipend Level.

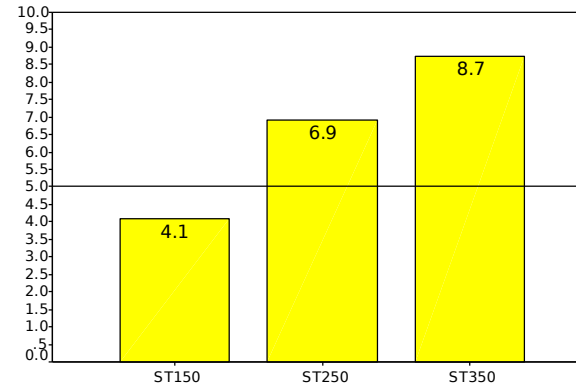
What Level Stipend Would Convince to Stay in ROTC

MSLEVEL: 1



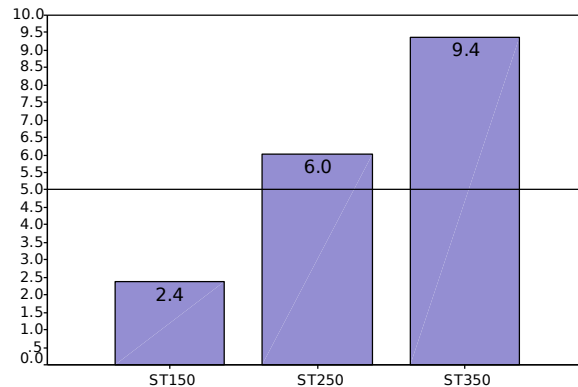
What Level Stipend Would Convince to Stay in ROTC

MSLEVEL: 2



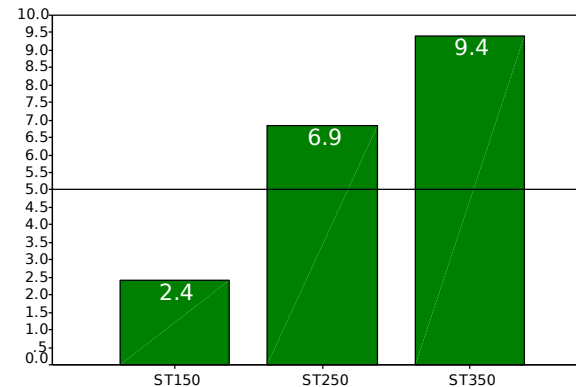
What Level Stipend Would Convince to Stay in ROTC

MSLEVEL: 3



What Level Stipend Would Convince to Stay in ROTC

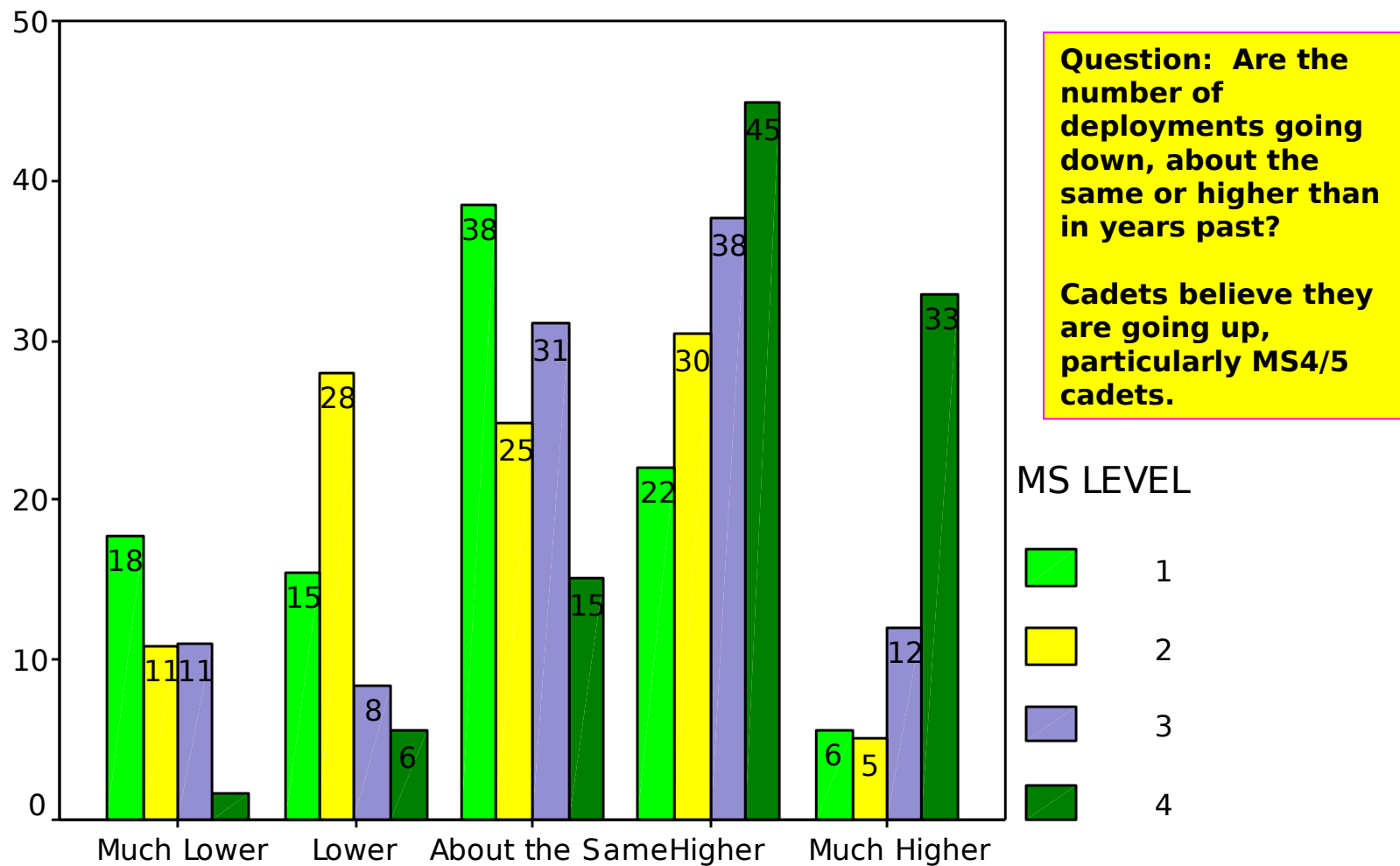
MSLEVEL: 4



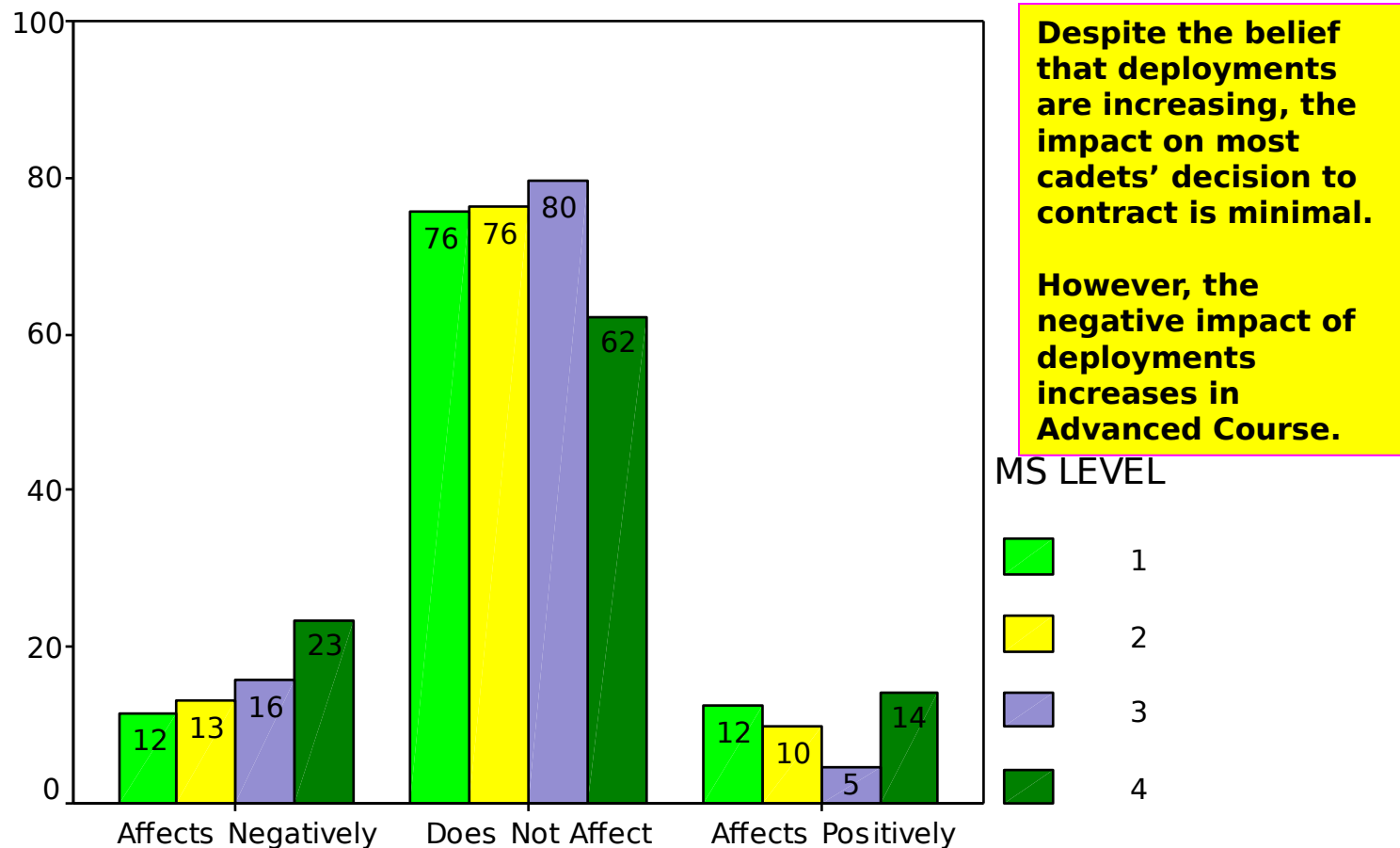
## **Deployments and Other Factors Affecting Retention:**

- Perception of Deployment Activity and Impact on Remaining in ROTC until Commission.
- Perception of Army Funding and Impact on Remaining in ROTC until Commission.
- Distance from Home and Relationship to Commissioning.

# General Perception of Deployments Going Up

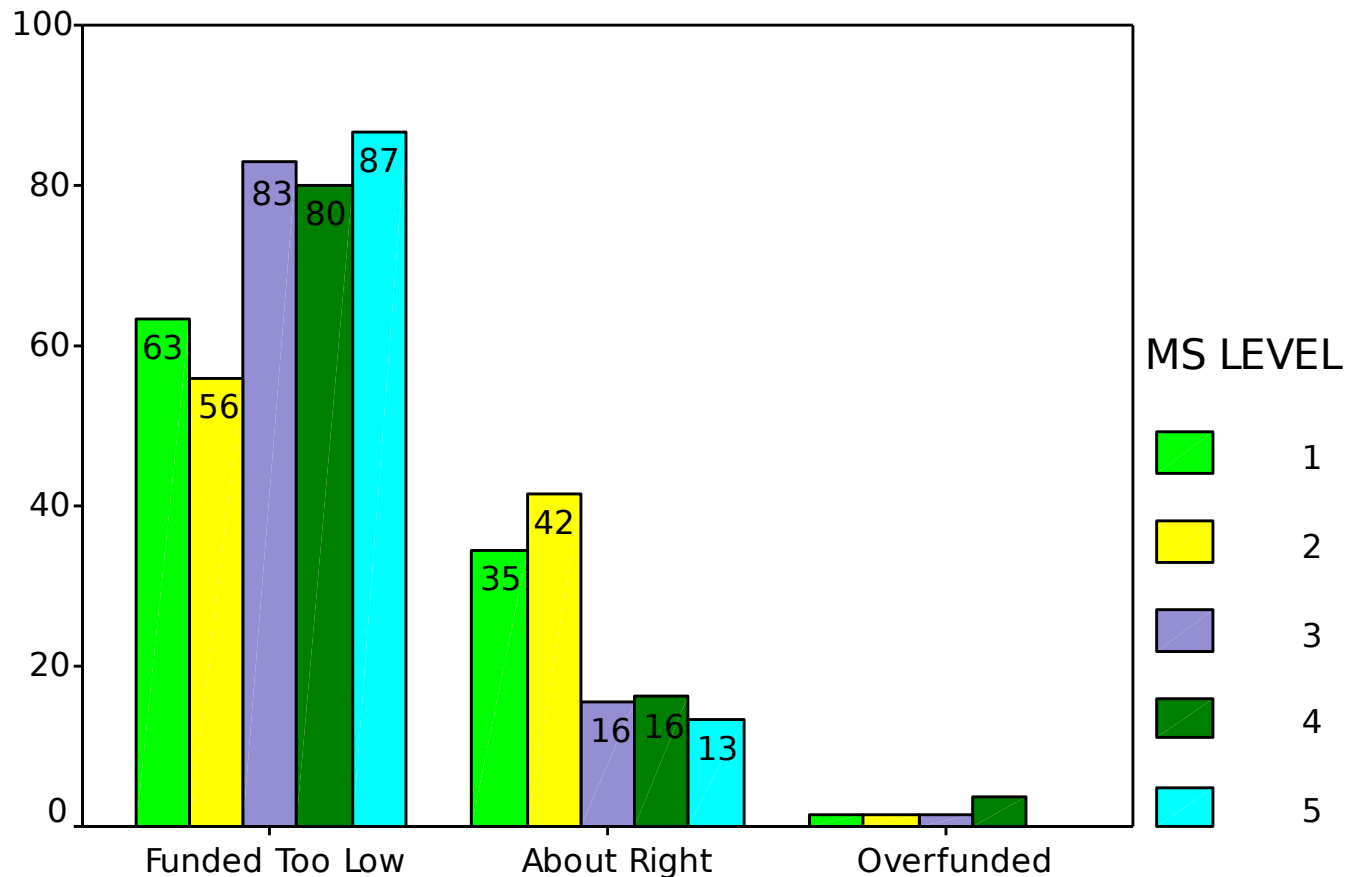


## Deployments Affect on Decision To Commiss



# The Army Funding and Its Mission

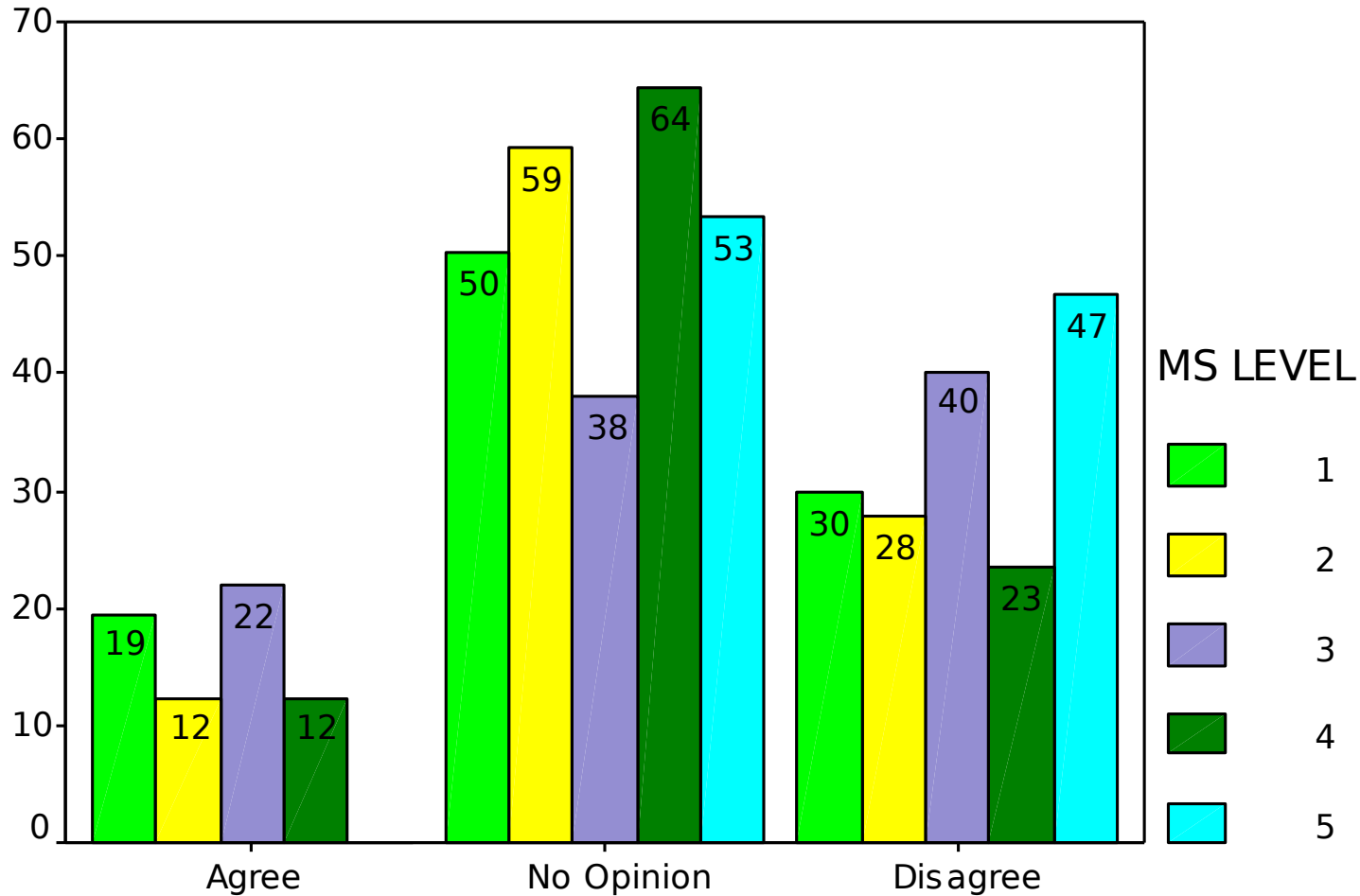
Cadets Believe that the Army Is Underfunded





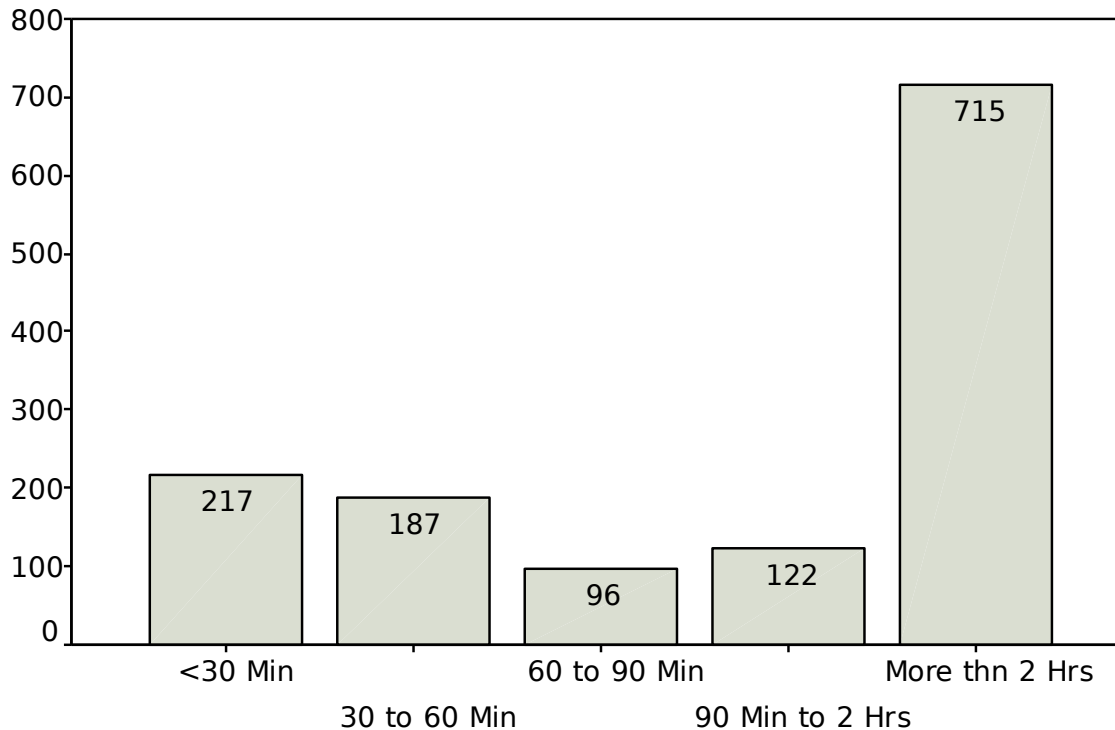
# Funding Causes Questions About Commissioning

- Not Grounds for Not Commissioning



## How Far Is College from Home?

Most are some distance from home



**Mild relationship exists between distance from home and staying to commission. Cadets going to school more than 2 hours away were slightly less likely to say that they would remain until commissioning.**

**This does not suggest that commuters (less than 30 minutes away) were better retention candidates.**

**It does suggest that young people far away from parental authority may change their minds about ROTC.**

**THE FURTHER THE CADET IS FROM HOME, THE GREATER THE LIKELIHOOD THE CADET WILL NOT COMMISSION**

		WILL COMMISSION
MINUTES FROM HOME	Pearson Correlation	-.064
	Sig. (2-tailed)	.018
	N	1342

## **Research Summary**

### **✓Demographics:**

- **1342 cadets constitute a sufficient sample of the total cadets enrolled at the sampled schools; however, sampling all schools would be a more effective method to generalize to all cadets and avoid sampling error.**
- **Family in military continues to be a major difference between cadets and student body generally.**

### **✓Scholarships:**

- **47 percent of cadets in the sample had ROTC scholarships, higher than command average.**
- **Scholarships are important for the majority of cadets to remain in ROTC, and for many, to remain in school.**

### **✓Advertising/Marketing/Influencers:**

- **70% saw some advertising (including direct mail) before enrolling.**
- **High School counselors office was noted by MS1s as a place where they saw advertising of ROTC; however, the counselors themselves did not influence enrollment.**
- **MS1s who plan to commission say that they saw advertising in magazines. Magazine advertising was also frequently noted by other MS levels.**
- **When the cadet decided to enroll in ROTC was more important than what type of advertising they saw. The earlier a cadet decides to enroll, the better the chances of commissioning.**
- **Parents and family members are key to decision to enroll for commission seeking cadets. Friends and Army recruiters are negative influencers for these cadets.**

## **Research Summary**

### **✓Cadet Attitudes About ROTC:**

- Cadets generally positive.
- Significantly lower enthusiasm by MS3 Cadets

### **✓Opinions About Army and Army ROTC:**

- Cadets agree that Army ROTC helps careers in and beyond the Army.
- MS3s less positive about career advantages of ROTC.
- MS3s and MS4s do not see ROTC as helpful to other coursework.

### **✓Opinions About Cadre:**

- The higher the MS level, the more likely that the cadet has found a mentor.
- Despite this, MS3s and MS4s were less likely to say that cadre member influenced them to stay in ROTC.
- Cadets agreed that active duty instructors are better, however, this attitude did not relate positively to MS1 and MS2 cadets' decision to commission.
- MS3s and MS4s did say that contracted or retired instructors would negatively impact their decision to commission.

### **✓Cadet View of ROTC Instruction:**

- MS3s and MS4s held lower opinions of ROTC instruction.
- MS3s believe that ROTC requires too much time.

### **✓Retention:**

- MS1s will continue if they 1) respond well to cadre, and or 2) get a scholarship.
- MS1s will not continue if they 1) feel cadre don't care, 2) enrolled out of curiosity, 3) because their friends did, or 4) perceive classroom time is wasted.

## **Research Summary**

### **✓Retention (continued):**

- **MS1s, MS2s and MS3s are less likely to continue if they prefer classroom instruction to field exercises and hands on training in the classroom.**
- **Adventure training is a strong positive factor in retention of cadets.**
- **Cadre indecisiveness strong negative to retention.**
- **Beginning ROTC in Freshman year an advantage in retention.**

### **✓Cadet Finances:**

- **27% of MS1s and 20% of MS2s have other sources of scholarship money.**
- **64% of cadets work during the school year an average of 20.8 per week.**
- **The more cadets rely on ROTC scholarships and stipends, the greater the chances of commissioning.**

### **✓Other Retention Issues:**

- **Cadets believe that deployments are up, particularly MS3s and MS4s.**
- **Deployments are not a major issue to most cadets' plans to commission; however, MS3s and MS4s are more concerned than MS1s and MS2s.**
- **All cadets believe funding for the Army mission is too low, but most do not see this as a concern for commissioning.**
- **Deployment and resources together, however, were a mild or serious concern of 25.8% of the cadets.**

## Research Recommendations Summary

- ✓ Cadets have the best view of the military through their cadre. If they perceive wasted time, inconsistency or decisiveness on the part of cadre, the cadets will infer that to be representative of the Army. **Need to reinforce to cadre the need to keep an efficient use of time and reduce planning vacillation.**
- ✓ Cadets evaluate cadre, and apply their evaluation directly to their decision to remain in ROTC. Scholarships are not as critical to a cadets remaining as is their perception of the cadre. **Need to reinforce to cadre that they are under constant evaluation by cadets, and cadets can and will leave if their evaluation finds cadre lacking.**
- ✓ **Need to stress outdoor activity, adventure and excitement in training. (POI)**
- ✓ **Need to de-emphasize classroom lecture. (POI)**
- ✓ MS3 cadets appear to be experiencing dissatisfaction and perhaps difficulty in their program. By the MS4 year, much of the dissatisfaction disappears, but not all. **Cadet Command should review the content and conduct of MS3 to assure that cadets are not asked to perform more than necessary. This review should align the requirements of MS3 and junior year of college coursework.**
- ✓ **Two of top three things to improve retention are training related:**
  - **Cadre decisiveness, interest in cadets, and effective communication with cadets.**
  - **Financial reliance on Army ROTC through scholarships, stipends, and, potentially, loan repayment.**
  - **Emphasis of hands-on instruction, adventure training and field exercises and de-emphasizing classroom instruction.**

## Research Recommendations Summary

- ✓ Scholarships not awarded early (MS1 or MS2) may be supplanted by other forms of financial aid, making it more difficult to contract and commission the cadet.
- ✓ Future conduct of research should incorporate a sampling all schools and concentrate on those issues by MS level most appropriate.
- ✓ Most cadets come from a family with a military background. **As the number of youth from military families decreases, it is critical to outreach to non-military families with ROTC message.**
- ✓ Advertising is a critical element is raising the consciousness of students. The medium is not as important as the timing, however. The early decision to enroll impacts on later commitment to contracting and commissioning. This means increasing information giving to sophomore year of high school or earlier. **ROTC must get the message out to students before their junior year, preferably into middle and junior high schools.**
- ✓ Although a large number of MS1s saw advertising in High School counselors' offices, counselors themselves did not influence the decision. **High School counselors must become an extension of the recruitment process.**
- ✓ Magazines are the most effective medium in this survey, however, this effect could be due to where Cadet Command has bought advertising. **It is difficult to tell whether radio or television would be better under the circumstances.**

Training Issue

F&A Issue

Q&E Research Issue

Marketing Issue

## Research Recommendations Summary

- ✓ Parents and siblings are the most effective influencers of cadets. **Therefore, ROTC must get the message to the family early to influence the student.**
- ✓ Cadre may consider spending more time with MS3 and MS4 cadets to assist in their other coursework, where appropriate.
- ✓ Cadre are chosen as mentors more by upper classmen but the same cadets say that the cadre were not influential in the cadet decision to remain in ROTC. **Need to shore up the motivation element of cadre mentors to encourage remaining in ROTC.**
- ✓ The concept of contract cadre was not completely acceptable to the cadets, but those cadets who said it did not matter were more likely to commission anyway. **The are no distinguishing elements of the survey results to suggest contract cadre will not work.**
- ✓ More hands on classroom events and more field activities are needed for MS1s and MS2s.
- ✓ MS3s believe that ROTC requires too much time. **Need to review how MS3 year is conducted to relieve time constrictions and increase retention.**
- ✓ MS1 cadets who are not on scholarship will remain enrolled if they respond well to cadre. **It is important to expand the contact with MS1 cadets and encourage interactive relationship with instructors.**

Training Issue

P&A Issue

O&E Research Issue

Marketing Issue



## Research Recommendations Summary

- ✓ Cadets who enroll out of curiosity, or to be with friends are not likely to commission. **Cadre should not depend on cadets bringing in friends, or students enrolling out of curiosity to make mission.** If the student was not aware of ROTC prior to college, the likelihood of commissioning is remote.
- ✓ Cadets who like lecture are less likely to continue. Successful cadets are not passive learners. **Cadet Command should seek students whose preferences are for exciting, out-of-classroom learning or in-classroom hands on training, and then deliver that type of educational environment.**
- ✓ **On-campus recruiting should emphasize the way ROTC does things as different, e.g., adventure training, as exciting and out-of-classroom.** However, if the delivery of instruction does not meet this standard, the program will lose cadets.
- ✓ Perception of cadre indecisiveness strong negative to retention. **Need to assure that each phase of instruction and activity is rehearsed and planned thoroughly to avoid the perception of indecisiveness.**
- ✓ Cadet finances dictate that non-scholarship cadets find another way pay for school, including loans. Repayment of NDSL loans is a fixture of enlisted recruiting. **ROTC needs to adopt a loan repayment program to offset the costs of first and second year of education as an inducement to contract and commission.**
- ✓ Stipend needs to increase to attract more cadets to commission and offset costs of living not provided for with scholarships.

Training Issue

P&A Issue

O&E Research Issue

Marketing Issue

1000 Cadet Survey

1000 Cadet Survey

## **Research Recommendations Summary**

- ✓ **Cadet Command is educating cadets that deployments are up. While this is true, it is not particularly helpful in retention of MS3s to commission. Cadre need to be sensitive to the issues that might cause a cadet to reconsider their commissioning choice and not complain of changes in OPTEMPO or resource shortages in front of cadets.**
- ✓ **Final Comment: Law does not prohibit contracting of non-scholarship MS2s; their positive attitudes suggest that they may be receptive to early contracting. The cadets would still compete for scholarships, but be at least eligible for stipend, and would have the psychological contract to complete Army ROTC and commission. The increase in stipend, together with contracting MS2s, could rapidly turn around recent declines in contracted cadets.**